# An Introduction to Koranic and Classical Arabic <br> An Elementary Grammar of the Language 

Wheeler M. Thackston

An Introduction to Koranic and Classical Arabic
An Elementary Grammar of the Language by Wheeler M. Thackston

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## Preface

ARABIC, A MEMBER of the large and widespread Semitic language family, is one of the latest of these languages to be literarily attested. Although this obviously does not mean that Arabic is not at least as ancient as Babylonian or Ugaritic-indeed it is the closest of all its akin languages to reconstructed proto-Semitic and has presumably been spoken in the heartland of the Arabian peninsula from time immemorialthere is no literary evidence of Arabic until well into the Christian era.

The languages to which Arabic is related are (1) Northeast Semitic: Babylonian and Assyrian (Akkadian), (2) Southeast Semitic: Ancient South Arabian (Sabaean, Minaean, Qatabanian, Hadramitic) and Ethiopic (Ge‘ez), (3) Northwest Semitic: Canaanite (Ugaritic, Phoenician, Hebrew) and Aramaean (Babylonian Aramaic, Palestinian Aramaic, Syriac, Samaritan), and (4) Southwest Semitic: Arabic (old Arabian dialects, classical Arabic, medieval and modern Arabic dialects).

Scattered fragments and lapidary inscriptions have been found in Arabic from around the fourth century A.D., but Arabic gained universal prominence as the language par excellence of Islam, which was born in the Hejaz in Arabia in the seventh century. Wherever Islam afterwards spread, Arabic was taken; and although it never displaced a language to which it was not related, it became for centuries the medium of education and culture for all Muslims and was one of the most important unifying factors in Islamic civilization. In the non-Arab parts of the Muslim world Arabic gradually gave way after around the year 1000 to Persian as the language of high culture, but it remains to this day the
ecumenical language of religion and is cultivated to some extent by all Muslims.

In the Semitic-speaking regions Arabic rapidly became the dominant tongue, gradually displacing all other Semitic languages with which it came in contact, and gave rise to the regional dialects as we know them today. Although there has naturally been great change in the various spoken idioms over the centuries, written Arabic has changed all but imperceptibly from the seventh century.

The first book written down in Arabic, and the one that has been responsible not only for establishing Arabic as an important written language but also for maintaining the language and isolating it from external impetus to change, was the Koran, which Muslims hold to be the Word of God revealed to the Prophet Muhammad. Islamic tradition holds that the Koran was written fragmentarily during the Prophet's lifetime (d. 632) and that the recension that exists today was compiled and standardized during the caliphate of 'Uthmān ibn 'Affān (644-56). More than any other source, the Koran formed the basis of life, law and language for the Muslim community; and a knowledge of it is indispensible for anyone who pretends to familiarity with the Islamic world-past or present.

More importantly for our purposes, the Koran established an unchanging norm for the Arabic language. There are, of course, certain lexical and syntactic features of Koranic Arabic that became obsolete in time, and the standardization of the language at the hands of the philologians of the eighth and ninth centuries emphasized certain extraKoranic features of the old Arabian poetic koו $\eta$ while downplaying other, Koranic usages; yet by and large not only the grammar but even the vocabulary of a modern newspaper article display only slight variation from the established norm of classicized Koranic Arabic.

It is the grammar of that classicized Koranic Arabic that is presented to the student in this book. With very few exceptions (and those in the initial lessons only), all examples and readings have been taken directly from the text of the Koran and the body of hadith, the reports of Muhammad's sayings, and supplemented with extracts from other classical sources. Every effort has been made to limit the vocabulary to which the student is exposed to common lexical items: obscure and highly idiosyncratic words have been avoided as unsuitable for an elementary grammar. By the end of the forty lessons, which are designed to cover a normal academic year, the student will have an active basic
vocabulary of over 450 words and/or productive roots (from which many times that number of individual lexical items can be regularly and predictably formed); and in the course of readings, passive exposure is given to more than 400 additional items of vocabulary. Items intended for active acquisition are intentionally repeated as often as possible in the exercises for reinforcement.

From the very beginning of this book Arabic is presented in its normal state, i.e., unvocalized. Most grammars of Arabic accustom the student to reading Arabic fully vocalized and then gradually eliminate the vowels in an effort to wean the learner from them. However, no matter how gradual the withdrawal process may be, when the final inflectional vowels are removed, most students panic at the sight of a "naked" Arabic word. It is felt to be preferable to train the learner from the beginning to recognize words as they will be seen ever afterwards. It is true, of course, that the Koran is always fully vocalized; but a student who can read Koranic text unvocalized as an exercise can cope with any other text he is likely to encounter later.

## Preliminary Matters

1 The Sounds of Arabic. A discussion of the sounds not found in English is given below, but the student should imitate the instructor or a native speaker of Arabic to acquire correct pronunciation.
1.1 CONSONANTS. The following sounds are quite similar to their English counterparts and hence need no special explanation:

| $b$ as in "bit" | $s$ as in "sun" | $n$ as in "noon" |
| :--- | :--- | :--- |
| $t$ as in "ten" | $z$ as in "zoo" | $w$ as in "wet" |
| $d$ as in "den" | $j$ as in"judge" | $y$ as in "yet" |
| $k$ as in "kit" | $h$ as in "hat" |  |
| $f$ as in"fan" | $m$ as in "moon" |  |

The following special symbols also have exact English counterparts:
, the glottal stop: this sound occurs in English dialect pronunciations of "li'l" (for "little") and "bo'l" (for "bottle"); it also occurs in words such as "uh-oh."
$\theta$ the th in "thin"
万 the $t$ in "then." Although these two sounds are spelled alike in English, they are quite distinct.
$\lessgtr \quad$ the $s h$ in "ship"
The following sounds require explanation, as they have no counterparts in English:
a velarized $t$, pronounced like $t$, but the tongue is raised high against the velar ridge. Pronunciation of all the velarized consonants is accompanied by pharyngealization, or constriction in the back of the throat, which produces a $t$-like sound with a heavy, thudding overcast, the effect of which is most clearly heard in the following vowel.
the voiced velar fricative, the "gargling" sound similar to but stronger than the Parisian French and German $r$. It is the voiced counterpart to $x$ and is produced in exactly the same manner but with the addition of voice.
the voiceless pharyngeal fricative, produced like an $h$ but further forward in the throat. A constriction in the pharynx produces a low, hissing sound with no trace of scraping. In learning this sound care must be taken to distinguish it properly from $x$ on the one hand and from $h$ on the other.
the voiced pharyngeal fricative, the most characteristic sound of Arabic, but by far the most difficult for learners to produce. As with $h$, the throat muscles are highly constricted with the vocal cords vibrating to produce a sound close to a gag.
$l \quad$ the clear $l$ of French and Italian, not the "dull" $l$ of English, except in the word allāh- ('God') when it is preceded by the vowel $a$ or $u$.
$r$ an alveolar flap as in Italian or Spanish-never the constriction of American English. Doubled $r r$ is a roll like the $r r$ of Spanish.
1.2 VOWELS. Arabic has only three vowels, $a, i$ and $u$. They occur, however, as long and short and contrast vividly with each other. The consonantal environment also has an effect on the quality of each of the vowels.
$a \quad$ (short $a$ ) in an ordinary (front) environment pronounced similarly to the $a$ in "cat"; in a velar or back environment, i.e., when in the same syllable as any of the velarized consonants $(d, t, s, z), r$ or any of the guttural consonants ( $h, x, q, \breve{g}, ')$, short $a$ is more like the $o$ in "cop."
$\bar{a} \quad$ (long $a$ ) in ordinary environments pronounced like short $a$ but held for a much longer duration, something like the $a$ in "cab" but even longer; in velar and back environments it is like the $a$ in "calm" but longer.
$i \quad$ (short $i$ ) pronounced like the $i$ in "bit" in nonvelarized environments; in the vicinity of a velarized consonant it is closer to the $i$ of "bill."
$i \quad$ (long $i$ ) similar to the $e a$ of "bead"; in velarized environments the quality is significantly "clouded"-rather like the $e a$ of "peal."
(short $u$ ) between the $o o$ of "boot" and the $u$ of "put"; being a back vowel, it is only marginally affected by velarization but is slightly fronted.
(long $u$ ) like the $o o$ of "moon"; in velar and back environments it is slightly fronted.
is pronounced like the $i$ in "bite"
$a w \quad$ is pronounced like the ow in "cow"
2 Syllabification. Every syllable in Arabic begins with a single consonant and is followed by a vowel (short or long). Thus, wherever two consonants occur together, including doubled consonants, the syllabic division falls between them. Examples:

```
ja'altu > ja-'al-tu I made/put
ba'a0ani > ba-'a-0a-ni}\mathrm{ he sent me
nabïyuna}>na-bi-yu-n\overline{a}\mathrm{ our prophet
yaktubūnaha\overline{a}> yak-tu-bu\overline{u}-na-h\overline{a}}\mathrm{ they write it
waläkinnahunna > wa-la\overline{-kin-na-hun-na but they (fem.)}
```

When initial vowels are dropped, resulting phrases should be divided syllabically as isolated words are:
bismi llāhi > bis-mil-lā-hi in the name of God
li-mra'atin >lim-ra-'a-tin for a woman mina l-'ardi > mi-nal-'ar-di from the earth $f_{i} l$ l'ardi $>$ fll-'ar-di on the earth

Clusters of more than two consonants do not occur in classical Arabic.
A syllable that ends in a short vowel is a short syllable; a syllable that ends in a long vowel is a long syllable. Syllables that end in a consonants are also long but are said to be closed. Closed syllables with long vowels are rare in Arabic.

3 Stress. There are two simple rules for determining the placement of stress (accent) in Arabic:
（1）The final syllable（ultima）never receives stress．
（2）Not counting the final syllable，the first syllable from the end of the word that is long or closed receives stress．

| darabatn $\bar{a}$ | $>$ da－ra－＇bat－nā $(-b a t-$ is closed） |
| :--- | :--- |
| yaqtulannaka | $>y$ yaq－tu－＇lan－na－ka（－lan－is closed） |
| yaqtulūn | $>y a q-t u-^{\prime} l \bar{u}-n \bar{l}(-l \bar{u}$－is long） |
| madinat $\bar{i}$ | $>m a-d \bar{i}-n a-t \bar{l}(-d \bar{l}-$ is long） |

As to how far back stress may recede，there are two schools of practice．
（a）One school allows stress to recede indefinitely until a stressable syllable is found，or to the first syllable of the word．

| darabahum | $>$ | ＇da－ra－ba－hum |
| :--- | :--- | :--- |
| yaqtuluni | $>$ | ＇yaq－tu－lu－ni |
| madinatuhum | $>$ | ma－＇di－na－tu－hum |

（b）The other school does not allow stress to recede farther back than the third syllable from the end（the antepenult）．

| darabahum | $>$ | da－＇ra－ba－hum |
| :--- | :--- | :--- |
| yaqtuluni | $>$ | yaq－＇tu－lu－ni |
| madinatuhum | $>$ | ma－di－＇na－tu－hum |

Native speakers of Arabic normally impose the stress patterns of their own dialects upon Classical Arabic．This will acount for the wide variety the student may encounter from native speakers．

4 The Arabic Script．Arabic is written in letters related to the Aramaic and Syriac and known as the Arabic alphabet．This alphabet， which is written from right to left，has a total of twenty－eight characters， all but one of which represent consonants．The Arabic script does not normally represent the short vowels；only the long vowels and diph－ thongs have graphic representations as the script is usually employed．

This alphabet is a＂script＂in that most letters must be connected one to another．There are no separate letter forms corresponding to the ＂printing＂of the Latin alphabet．Because the letter shapes vary slightly
depending upon their position in a word，all letters have at least two forms and at most four．

Most letters connect on both sides（i．e．，from the right and to the left）and have four forms：（1）the＂initial＂form，used as the first letter in a word or when following a nonconnecting letter and followed by any other letter；（2）the＂medial＂form，used when the letter is both preceded and followed by other connecting letters；（3）the＂final＂form，used when the letter is preceded by a connecting letter and is also the last let－ ter in the word；and（4）the＂alone＂form，used only when the letter is the last letter in a word and is preceded by a nonconnecting letter．

Those letters that do not connect forward（i．e．，to the left）have only two forms：（1）the＂initial－alone＂form，used（a）when the letter is the first letter in a word and（b）when it is preceded by a nonconnecting letter，（2）the＂medial－final＂form，used when preceded by a connecting letter．The six nonconnecting letters are marked by asterisks in the chart below．

## 5 The Alphabet．

| NAME OF LETTER | ALONE <br> FORM | FINAL FORM | MEDIAL FORM | INITIAL FORM | TRANS－ SCRIPTION |
| :---: | :---: | :---: | :---: | :---: | :---: |
| ＊＇alif | 1 | 1 | $!$ | 1 | － |
| $b \vec{a}^{\prime}$ | ب | بـ | ＋ | ب | $b$ |
| $t a{ }^{\prime}$ | $\because$ | ت | ： | コ | $t$ |
| $\theta \vec{a}^{\prime}$ | ث | $\star$ | 2 | 」 | $\theta$ |
| jim | ج | 区 | $\cdots$ | $\cdots$ | j |
| $h \vec{a}$ | $\tau$ | て | $\lambda$ | $\sim$ | $h$ |
| $x \vec{a}$ | $\dot{\text { ̇ }}$ | $\dot{\text { c }}$ | خ | $\dot{-}$ | $x$ |
| ＊dāl | 3 | $\downarrow$ | $\lambda$ | 3 | $d$ |
| ＊ $\bar{a} \bar{l}$ | j | $\dot{\text { j }}$ | ذ | j | 3 |
| ＊$r \vec{a}^{\prime}$ | 」 | ， | ， | 」 | $r$ |
| ＊zāy | j | ； | j | j | $z$ |


| $\sin$ | س | m | － | س | $s$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| sin | ش | ش | $\stackrel{\sim}{4}$ | ش | צ |
| sā̄d | ص | ص | $\sim$ | $ص$ | $s$ |
| dād | ض | ض | $\dot{\square}$ | ض | $d$ |
| $t{ }_{t} \bar{a}^{\prime}$ | b | ط | b | b | $t$ |
| $z^{\prime} \vec{a}^{\prime}$ | ظ | ظ | ظ | b | 7 |
| ＇ayn | $\varepsilon$ | c | ＊ | $\varepsilon$ |  |
| ğayn | $\dot{\varepsilon}$ | $\dot{\text { c }}$ | 之 | ； | ğ |
| $f \vec{a}$ | ف | i | i | ف | $f$ |
| $q a ̈ f$ | ت | ت | \％ | ق | $q$ |
| $k a \bar{f}$ | 」 | S | S | 5 | $k$ |
| lām | $J$ | $\downarrow$ | 1 | 」 | $l$ |
| mim | 「 | 「 | ＊ | $\sim$ | m |
| $n \bar{n}$ | $\checkmark$ | － | － | j | $n$ |
| $h \vec{a}^{\prime}$ | － | ， | ＊ | － | $h$ |
| ＊wāw | ， | ， | ， | ， | $w$ |
| $y \vec{a}^{\prime}$ | $\checkmark$ | $\checkmark$ | ＊ | $\pm$ | $y$ |

## Additional Combinations and Signs

| ＊lām－＇alif | لا | $x$ | $x$ | V | $l a ̄$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| tā＇marbūta | － | ； |  |  | －at－ |
| hamza | s |  |  |  |  |
| sadda |  |  |  |  | （doubling） |
| ＇alif－madda | $T$ | โ | $\tau$ | $T$ | ＇à |

The only two－letter combination to have a separate form in the alphabet is the combination läm＋＇alif．The initial läm＋mim combina－ tion is conventionally written $\perp$ and should not be confused with mim + lām（م）．

Numerals．Compound numerals are written，like English，from left to right（ $365=r>0$ ）．


## 6 The Vowel Signs．

6．1 The short vowels and the sign of quiescence：
（1）fatha，the sign for $a$ ，is a short diagonal stroke placed over the consonant it follows in pronunciation，as in in كَبَ $k a t a b a$ and $x a r a j a$.
（2）$k a s r a$ ，the sign for $i$ ，is the same diagonal stroke placed under the consonant it follows in pronunciation，as in من mina and ubihi．
（3）damma，the sign for $u$ ，is a small wā placed over the consonant it follows in pronunciation，as in رَجلّ rajulu．
（4）In fully vocalized texts such as the Koran，every consonant must be marked，hence the existence of sukūn，the sign for no vowel at all （quiescence），usually written as a small circle above the consonant，as in كَتْبُ $k$ katabtu and min．

6．2 The long vowel signs are as follows：
（1） $\bar{a}$ is indicated by fatha plus alif，as in in كَاتَبَا $k a ̄ t a b a \bar{a}$ and and
Note that $\bar{a}$ is often，especially in the Koran，written defectively as＂dag－ ger alif＂above the consonant，as in الش allähu and＇إِرْمِهِ＇＇ibrähimu
（2） $\bar{i}$ is indicated by kasra plus $y \vec{a}$＇，as in in دين din－．
（3） $\bar{u}$ is indicated by damma plus wāw，as in رسُول rasūl－and $\theta \bar{u} m-$

6．3 The diphthong signs are a combination of the short vowel $a$ and consonant：
(1) ay is indicated by fatha plus yă', as in 'أَيْ 'ayna
(2) $a w$ is indicated by fatha plus $w \bar{a} w$, as in ${ }^{\prime}$ د dawr-
6.4 Otiose alif. In certain conjugational forms an alif is appended to a lengthening wāw, as in ${ }^{\prime}$ كَتَبُ katabū. This alif is not pronounced and serves merely to indicate the verbal form. It owes its existence to early orthographic conventions.
6.5 Alif maqsūra. The alif maqsūra, also called alif bi-sūrati $l$-y $\bar{a} \overrightarrow{ }$ (alif masquerading as y $\bar{a}^{\prime}$ ), occurs word-finally only. Written like a $y \bar{a}^{\prime}$, it is pronounced exactly like a lengthening alif, as in المعنى al-ma'nā and , ramä. When any enclitic suffix is added to alif bi-sūrati l-yä' it becomes "tall" alif, as in ores ma'nā-hu and هماهر ramā-hu.

## 7 Additional Orthographic Signs.

7.1 Hamza, the sign of the glottal stop ('). Word-initially it is invariably written on alif. When the vowel of the hamza is $a$ or $u$, the hamza is commonly written above the alif, as in أرض 'ard- and أن 'an.

But when the vowel is $i$, the hamza is commonly written beneath the alif, as in إنسان 'insān-and 'in.

Non-initially the "bearer" of the hamza may be:
(1) alif, as in سال sa'ala
(2) $w a \bar{a} w$, as in سؤل su'al-
(3) $y \bar{a} \bar{'}^{\prime}$ without dots, as in $r a^{\prime} i \bar{s} s-$
(4) nothing, as in ${ }^{\text {r }}$ نسisa ${ }^{\prime}$ -

For a full treatment of the orthography of the hamza, see Appendix G.
7.2 Waṣla, a small initial șad, is the sign of elision. Many initial vowels, notably the vowel of the definite article, are elided when not in sentence-initial position. When such elision occurs, the wasla sign is
placed over the alif. E.g., when sentence initial, الارض 'al-'ardu, but位 $i l$-'ardi.

In the vocabularies, words that begin with hamza non-elidible will be indicated by the apostrophe (glottal stop), as 'ard- and 'insān-. Words beginning with elidible vowels will be indicated by the absence of the apostrophe, as imra'at- and ibn-, the initial vowel of which is elided, as in mini mra'at- and li-bn-.
7.3 Šadda, the sign of gemination. Doubled consonants are never written twice in Arabic but are indicated by placing the sign sadda over the doubled consonant. In unvocalized texts the $\begin{array}{r} \\ s a d d a \\ \text { may be indicated }\end{array}$ sporadically, but it is not normally given.

$$
\begin{aligned}
& \text { جنَّ jannat- مكتّ makkat- } \\
& \text { nayyid- nabiy-(nabiyy-) } \\
& \text { رد" radda nubūwat-(nubuwwat) }
\end{aligned}
$$

7.4 Alif-madda, the sign of glottal stop (') followed by $\bar{a}$. Word-initially ' $a$ is written with alif-madda in order to avoid the conjunction of two alifs, a situation that is not ordinarily permitted orthographically.
الآية al-'āyat-
7.5 Tā' marbūtua occurs word-finally only. It is written like a $h a^{\prime}$ with two dots above. Invariably preceded by the vowel $a$ (long or short), it is pronounced exactly like a $t$ except in pausal form (for which see Appendix F). The $t \bar{a}{ }^{\prime}$ marbūta is generally a sign of feminization, although not all words that end in it are feminine by any means. Since $t \vec{a} \vec{a}^{\prime}$ marbüta occurs word-finally only, when any suffix is added to it the $t \vec{a}$ marb $\bar{u} t a$ is written as an ordinary $t \vec{a}$. Thus:

```
but
```


7.6 Omission of Orthographic Signs. The following orthographic signs are omitted from Arabic texts as they are normally printed (other

## INTRODUCTION TO KORANIC ARABIC

than the Koran, which is always fully vocalized, and poetry, which is generally heavily vocalized);
(1) all vowels and sukūn. An occasional vowel may be supplied to avoid ambiguity;
(2) initial hamza. Internal and final hamzas are fairly consistently given;
(3) wasla. This sign almost never appears in ordinary texts;
(4) madda, seldom omitted from careful texts;
(5) the dagger alif, normally omitted from the few words in which it occurs. It is seldom omitted from the word alläh- ('God'), for which a special symbol exists in most type fonts;
(6) sadda, occasionally given where ambiguity might otherwise arise.

8 Orthography of the Indefinite Inflectional Endings (nunation). The grammar involved in these endings will be taken up in Lesson One. For now, simply learn the orthography.
8.1 The indefinite nominative ending -un is written by doubling the damma of the definite ending, conventionally written -:

$$
\begin{aligned}
& \text { رجل rajulun مدينةٌ madinatun } \\
& \text { بيت baytun امرأةٍ imra'atun }
\end{aligned}
$$

8.2 The indefinite genitive ending -in is written by doubling the kasra of the definite:

$$
\begin{array}{ll}
\text { رجل rajulin مدينة } \text { baytin madinatin } \\
\text { بيتٍ imra'atin }
\end{array}
$$

8.3 The indefinite accusative ending -an is written by doubling the fatha of the definite ending and adding alif to all words except those that end in $t \bar{a}^{\prime}$ marbūta, alif maqsüra and alif-hamza $\left(-\vec{a}^{\prime}-\right)$. The double fatha is conventionally placed on top of the alif.

| رجلاً rajulan | مدينًا maytan madinatan |
| :--- | :--- |
| بینَّ ma'năn |  |

```
`اساء 'asma'an
```

8.4 Nouns that end in alif maqșūra are indeclinable, but many of them show state by suffixing the $-n$ termination of the indefinite, which has the secondary effect of shortening the long $\bar{a}$.

```
N al-ma'nä (definite) ma'năn (indefinite)
```

8.5 Most nouns that end in "tall" alif are invariable: they show neither case nor state.
dunyā (all cases, all states) عنلا 'ulyā (all cases, all states)
A few of these show state like the previous class:
al-'aṣā (definite)
'aṣăn (indefinite)

# The Grammar of <br> Koranic and <br> Classical Arabic 



## Lesson One

1 The Definite Article. The Arabic definite article, which corresponds roughly to the English article 'the,' is invariably written as alifläm attached to the noun. When the article is the initial element in a sentence or phrase, which does not occur frequently, it is pronounced al-; in any other position the article is necessarily preceded by a vowel, in which case the $a$ vowel of the article is elided. The $-l$ - of the article is pronounced as $-l$ - when followed by any of the consonants in the lefthand column below; when followed by any of the consonants in the right-hand column, the $-l$ - assimilates to the consonant, which is then doubled in pronunciation. This assimilation is indicated in vocalized texts by leaving the läm with no marking at all and by placing a šadda over the initial consonant of the word, as shown by the first two examples.

| NON-ASSIMILATING CONSONANTS |  | ASSIMILATING CONSONANTS ${ }^{1}$ |
| :---: | :---: | :---: |
| 'آلارض al-'ardu | $t$ |  |
| b آلْبَّتُ | $\theta$ |  |
| j الجنة al-jannatu | $d$ | الدّنِيا ad-dunyā |
| h الحليم al-halimu | $\delta$ | aoz-ðikru |
| $x$ الخبر al-xabaru | $r$ | ar-rajulu |

[^0]|  | العرب | $a l-{ }^{\text {d }}$ 'arabu | $z$ | الزمن | az-zamanu |
| :---: | :---: | :---: | :---: | :---: | :---: |
| $\bar{g}$ | الغنى | al-ğaniyu | $s$ | الستر | $a s$-sitru |
| $f$ | الفاكهت | al-fäkihatu | $\xi$ | الشمس | as-šamsu |
| $q$ | القرآن | al-qur'ānu | $s$ | الصبر | as-sabru |
| $k$ | الكتاب | al-kitābu | $d$ | الضال | ad-dàllu |
| $m$ | المدينة | al-madinatu | $t$ | الطويل | at-tawilu |
| $h$ | الهدى | al-hudā | 7 | الظلم | az-zulmu |
| $w$ | الولد | al-waladu | $l$ | الليل | al-laylu |
| $y$ | اليور | al-yawmu | $n$ | النبى | an-nablyu |

2 Case and State of the Noun. Arabic nouns are subject to desinential inflection, that is, endings are added to the base of the noun to indicate what grammatical function the noun serves in the phrase in which it occurs.
2.1 The states are two, definite and indefinite. The definite corresponds generally to the English noun with the definite article "the" and also to generic uses. The indefinite corresponds generally to the English noun with the indefinite article " $a$ " (plural "some"). Nouns are grammatically definite if they are (1) preceded by the definite article, or (2) the first member of a construct state (this will be introduced in §7). A noun that does not meet one of these two criteria is grammatically indefinite.
2.2 The cases are three, nominative, genitive and accusative. Fully inflected nouns, or noun that have different endings for each of the three cases in both states, are called triptotes. The triptote endings are:

2.3 A second class of inflected nouns is called diptote. Diptotes never have the $-n$ termination of the indefinite state, and the genitive and

[^1]accusative cases are identical. Where the genitive and accusative cases share the same inflectional ending, it will be referred to as the oblique case. Nouns classed as diptotes are diptote in the indefinite state only; all nouns are inflected as triptotes when definite. The diptote endings are:

| CASE | INDEFINTTE <br> ENDING EXAMPLE | DEFINTTE ENDING EXAMPLE |
| :---: | :---: | :---: |
| nom. | -u انبياء 'anbiyä'u | -u الانبياء al-'anbiyä' $\underline{u}$ |
| gen. | -a انبياء 'anbiyä' ${ }^{\text {ا }}$ ' | -i الانبياء al-'anbiyä' $\underline{\text { l }}$ |
| acc. | -a انبياء 'anbiyä' ${ }^{\text {ا }}$ | -a الانبياء al-'anbiyä' ${ }^{\text {a }}$ |

2.4 The nominative case is used (1) for the subject of a verb, which normally follows the verb directly.

$$
\begin{array}{cl}
\text { xalaqa llāhu } & \text { God created. } \\
\text { دخل رجل daxala rajulun } & \text { A man entered. }
\end{array}
$$

(2) for both subject and predicate of nonverbal, equational sentences (Arabic has no verb 'to be' in the present tense).

$$
\begin{gathered}
\text { محد رسول muhammadun } \\
\text { rasülun }
\end{gathered}
$$

ar-rajulul mu'minun

Muhammad is an apostle. The man is a believer.
2.5 The genitive case is used (1) for complements of all prepositions.

| فى مدينة fi madinatin | in a city |
| :---: | :---: |
| ف ${ }^{\text {fi l-madinatio }}$ | in the city |
| 隹 min mu'minin | from a believer |
| (المؤن mina l-mu'mini | from the believer |

(2) for the second member of a construct state (see §7).
2.6 The accusative case is used (1) for all verbal complements and direct objects.

He created the earth.
He entered the garden.

$$
\begin{aligned}
& \text { خلق الارض } x \text { xalaqa l-'arda } \\
& \text { daxala l-jannata } \\
& \text { daxala l-jannata }
\end{aligned}
$$

كان رسولاً دينة دaxala madīnatan rasūlan

He entered a city.
He was an apostle.
(2) following the sentence-head particle 'inna.

```
ان محددا رسول 'inna muhammadan
ان 'inna r-rajula
mu'minun
```

(3) for adverbial expressions of time.

| al-yawma | today |
| :--- | :--- |
| اليوم al-laylata | tonight |
| الليلة laylan | at night, by night |

## Vocabulary

Note: All triptote nouns will be indicated in the vocabularies by a hyphen; diptote nouns will be given in full with the $-u$ ending. Prepositions that belong idiomatically with verbs will be indicated in the vocabularies, and they should be learned along with the verb.

| VERBS |  |
| :---: | :---: |
| خرج |  |
| خلّ | xalaqa he created |
| دخل | daxala he entered |
| كان. | $k a \bar{a} a$ he was (takes complement in the accusative) |
| NOUNS |  |
| ال山 | allähu God (declined with definite case endings) |
| ارض | 'ard- (fem.) earth |
| جنة | jannat-garden; paradise |
| رجل | rajul-man, male human being |
| رسول | rasūl-messenger, apostle |
| مدينة | madinat- city, town |
| مؤمن | mu'min- believer (in the religious sense) |
| نبى | nabiy- prophet |

## OTHERS

> 'inna (+ acc.) this word, a sentence-head particle, must $\quad$ be followed by a noun or enclitic pronoun (see $\S 15)$, $\quad$ introduces a nominal clause; it is usually best left $\quad$ untranslated
> ائayna where?
> ن min $(a)^{1}$ (+ gen.) from, among, of (in a partitive sense)
> ف $f i\left(+\right.$ gen.) in ${ }^{2}$
> ,$\quad$ wa- (proclitic) and

## PROPER NAMES ${ }^{3}$

احمد 'aḥmadu Ahmad
محمد muhammad-Muhammad
mūsā (invariable) Moses

## Exercises

(a) Vocalize, then read and translate:
ه اين محدد وموسى
(b) Give the Arabic for the following:

[^2]\[

$$
\begin{aligned}
& \text { اين كان احصد v } \\
& \text { ^ } 1 \text { الرسول فی الجنّ } \\
& \text { دحل الرجل المدين } \\
& \text { r } \\
& \text { r الرجل نْبى }
\end{aligned}
$$
\]

$$
\begin{aligned}
& \text { ع كان الرجل نبياً }
\end{aligned}
$$

1. a city, the city, in the city, from the city
2. a man, the man, from a man, from the man
3. a garden, the garden, in the garden, from a garden
4. a man entered, the man entered, the believer entered
5. a messenger left, the messenger left, Ahmad left, Moses left
(c) Translate into Arabic:
6. God created the earth.
7. The prophet entered the city.
8. Where are the apostle and the prophet?
9. Ahmad was in the garden.
10. The believer went out of the city.
11. Muhammad is in the city.


## Lesson Two

3 Gender of the Noun. Arabic has two grammatical genders, masculine and feminine. These tend to follow natural gender, as naturally male persons and things are usually masculine, and naturally feminine persons and things are usually feminine; but it does not necessarily follow that all grammatically feminine nouns refer exclusively to females, as there are many examples to the contrary. The following types of nouns may be classed as feminine:
(1) nouns referring to intrinsically female beings, like 'umm'mother,' 'uxt- 'sister,' and bint- 'daughter.'
(2) names of towns and cities (Bağdādu 'Baghdad'), countries (Mișu 'Egypt'), tribes, etc.
(3) parts of the body that occur in pairs, like 'ayn- 'eye,' 'uön'ear,' yad- 'hand,' etc.
(4) most, but not all, singular nouns ending in $\delta$, like madinat'city,' laylat- 'night,' etc.
(5) collective nouns, like 'arab- 'Arabs,' as well as many plurals when treated as collective.

In general, nouns that do not fall into one of these categories are mascu-line-with the exception of a very few nouns with no external indication of grammatical femininity that are feminine by convention, such as 'ard- 'earth' and sams- 'sun.' Such words will be marked in the vocabularies.

4 Adjectives and Adjectival Agreement. The distinction between noun and adjective in Arabic is basically one of usage, that is, the function of a given word in a sentence determines whether it is a noun or
adjective. All adjectives may be used as nouns (but not necessarily vice versa).
4.1 Attributive adjectives invariably follow the nouns they modify and agree completely in (1) case, (2) number, (3) gender, and (4) determination (state). Thus, an indefinite masculine singular noun in the nominative case must be modified by a similar adjective.
ملك كبير malikun kabirun a great king

If the noun is definite, the adjective must also be definite:

| al-maliku l-kabiru | the great king |
| :--- | :--- |
| اللك الملك الكبير $\quad$ minal l-maliki l-kabiri | from the great king |

4.2 Feminine singular adjectives are formed by adding $t \vec{a}{ }^{\prime}$ marbüt $t a$ (-at-) to the masculine base (the word without its inflectional endings).

| مدينت كبيرة | madinatun kabiratun | a great city |
| :---: | :---: | :---: |
| المدينة الكبيرة | al-madinatu lkabiratu | the great city |
| فى مدينة صغيرة | fi madinatin sağiratin | in a small city |
| فى المدينة الصغيرة | fil-madinatis s. sağirati | in the small city |

4.3 Predicate adjectives and verbal complements agree with their subjects in gender and number. They occur in the indefinite state and hence do not agree in determination (state). The case of the predicate adjective is determined by the syntax of the sentence.

$$
\begin{array}{cl}
\text { الملك كبير al-maliku / kabirun } & \text { The king is great. } \\
\text { المدينة } \text { 'inna l-madinata / } & \text { The city is large. } \\
\text { kabiratun } & \\
\text { كان الملك كبيرا käna l-maliku kabiran } & \text { The king was great. }
\end{array}
$$

5 Predication of Existence. Existential predication (English "there is, there are") is accomplished by reversing the normal order of a sentence, that is, by placing the subject (necessarily indefinite) after the predicate.

$$
\begin{gathered}
\text { There is a man in the } \\
\text { city. }
\end{gathered}
$$

Such sentences are almost always introduced by the sentence-head particle 'inna, which will put the subject into the accusative case.

$$
\begin{aligned}
& \text { 'inna fi l-madīnati } \\
& \text { nabiyan kabiran } \\
& \text { 'inna fil-bayti } \\
& \text { mra'atan kabiratan }
\end{aligned}
$$

There is a great prophet in the city.

There is an old woman in the house.
6 The Preposition li-. The preposition $l i$ - ('to, for') is proclitic, i.e., it is attached directly to the following word. Like all prepositions it takes the genitive case.

$$
\text { li-rajulin } \quad \text { لرجل } \quad \text { to/for a man }
$$

Words that begin with elidible alif lose their initial vowels in favor of the vowel of $l i$-. The alif is retained orthographically.
li-mra'atin to/for a woman

When $l i$ - is followed by the definite article, however, the alif of the article is dropped and the $l$ - of the preposition is added to the remaining $-l$ of the article.

$$
\text { lil-binti } \quad \text { to/for the girl }
$$

When $l i$ - is added to words that begin with $l$ and that already have the definite article, such as al-laylat-, giving lil-laylati, only two lāms are written, the second and third coalescing with šadda. In an unvocalized text the definite and indefinite of $l i$ - $+l$-initial words are written the same (i.e., li-l- and lil-l- are written identically with two läms).

$$
\begin{aligned}
& \text { li-laylatin for a night } \\
& \text { lil-laylati for the night }
\end{aligned}
$$

When the word allāhu is preceded by $l i$-, it is treated similarly.
li-llāhi to/for God
6.1 As Arabic has no verb 'to have,' $l i$ - is commonly used to express possession in the following manner:

$$
\begin{aligned}
& \text { ان الارض لل 'inna l-'arḍa li-llāhi The earth is God's. } \\
& \text { 'inna l-hadiqata lil- The garden belongs to } \\
& \text { mar'ati } \\
& \text { the woman. }
\end{aligned}
$$

In such constructions the $l i$ - phrase precedes an indefinite noun (see §5).

$$
\begin{gathered}
\text { lir-rajuli bintun } \\
\text { للرجل بنت } \begin{array}{c}
\text { 'inna lil-mar'ati } \\
\text { waladan }
\end{array} \\
\hline \text { للمراة }
\end{gathered}
$$

The man has a daughter. The woman has a child.

## Vocabulary

NOUNS
(المراة imra'at- woman; wife (with the definite article this word becomes المراة al-mar'at-) ${ }^{1}$
bint-(f.) girl; daughter
حديتة hadiqat-garden
عين 'ayn-(f.) eye; spring
layl-night(time); laylat- night (one night); الليل/ليلة allaylata tonight
ولد walad- boy, child
يد yad-(f.) hand, arm

## ADJECTIVES

```
    صisağir-small, little; young
(مرنـ) qarib-close, near, nearby (+ min to)
    كبير kabir- big, large; old; great
```

[^3]OTHERS
هن hunä (invariable) here
」li-(proclitic + genitive) to, for

## Exercises

(a) Give the Arabic for the following:

1. a small boy, the small boy, from the small boy, for a small boy
2. an old woman, the old woman, from an old woman, to an old woman
3. a small hand, the small hand, in the small hand
4. a large garden, the large garden, in the large garden, in a large garden
5. a great prophet, the great prophet, for a great prophet, for the great prophet
6. a nearby city, the nearby city, from the nearby city, for the nearby city
(b) Vocalize, then read and translate:

$$
\begin{aligned}
& \text { ا العين الكبيرة قريبة من المدينة. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { ه ان نى الحديقة الكبيرة عينأ صغيرة. . } 1 \text { للرجل الكبير بنت صغيرة. }
\end{aligned}
$$

(c) Translate into Arabic:

1. The small boy was here
2. The large city is close to a spring.
3. The old man was a believer.
4. Ahmad went out from the garden near the city.
5. The city has a great prophet.
6. The small girl is a believer
7. There is a spring in the city.
8. The woman has a small garden.

## Lesson Three

7 The Construct State. This characteristic feature of Semitic languages has no true parallel in Indo-European tongues. Stated simply, the construct state, or "chain," consists of two nouns and indicates a possessive or limiting relationship between the two.
7.1 The first member of the construct, the thing possessed or limited, may never have the definite article; it is, however, grammatically definite by definition in a formal sense by virtue of its position in the construct: it is ordinarily declined with the definite case endings. The second member of the construct, the possessor or limiter, is in the genitive case and may be definite or indefinite. With the sole exception of the demonstrative adjective (to be introduced in §17), NOTHING may intervene between two members of a conSTRUCT.

When the second member of the construct is indefinite, the entire construct has an indefinite sense. ${ }^{1}$

$$
\begin{array}{ll}
\text { kitābu rasūlin } & \text { كتاب رسول baytu mra'atin }
\end{array}
$$

When the second member of the construct is definite, the entire construct has a definite sense.

[^4]كتاب الرسول kitäbu r-rasūli

$$
\text { بيت المراة } \text { baytu l-mar'ati }
$$

the book of the apostle / the apostle's book
the house of the woman / the woman's house

The case of the first member is in no way affected by the construct state. The first member takes normal definite case endings according to the syntax of the sentence.

$$
\begin{aligned}
& \text { baytür-rajuli ṣağirun The man's house is } \\
& \text { small. } \\
& \text { دخل بيت الرجل daxala baytar r-rajuli He entered the man's } \\
& \text { house. } \\
& \text { خرج من بيت الرجل xaraja min baytit r- } \\
& \text { rajuli } \\
& \text { He went out from the } \\
& \text { man's house }
\end{aligned}
$$

The construct chain may be extended indefinitely by making the second member of one construct the first member of a second, etc.

7.2 Adjectives with the construct. Since nothing can intervene between the members of a construct, all attributive adjectives describing either member must follow the construct. Case and/or gender agreement usually makes it clear which of the two members a given adjective is modifying.

|  | بيت الملك الكـكر | baytu l-maliki l-kabiru | the king's great house |
| :---: | :---: | :---: | :---: |
|  | بيت الملك الكبير | baytu l-malikil l-kabiri | the great king's house |
|  | بيت ملك كبير | baytu malikin kabirin | a great king's house ${ }^{1}$ |
| الك | مدينة الرسول الكير | madinatu $r$-rasüli $l$ kabiratu | the apostle's great city |

[^5]If the first member is in the genitive case and both members are of the same gender, ambiguity can arise. Context and/or sense, however, should indicate which noun the adjective is modifying.

in the king's great house or in the great king's house

## Vocabulary

VERBS
ذه ذahaba he went
وجد wajada he found

## NOUNS

ابن ibn- son
ism-name (the alif of ism-is dropped in the phrase بسمالش bi-smi llähi 'in the name of God'; elsewhere the alif is retained)
bayt-house, dwelling
رب rabb-lord, master
شيخ sayx- old man, elder, chief
كتاب kitäb-book
ملـ malik-king
مكت makkatu Mecca
يوم yawm-day; al-yawma today

## ADJECTIVES

جميل jamil- handsome, beautiful
عظيم $\quad$ 'azim- great, huge, magnificent

## OTHERS

الى 'ilä (+ genitive) to (generally implies motion or direction toward)

ب bi- (proclitic + genitive) in, by (instrumental), with, for (this preposition is highly idiomatic; usages will be indicated in the vocabularies)

## Exercises

(a) Read and translate:

| V | ع1 بيت ملك | 1 اسم البنت |
| :---: | :---: | :---: |
| ^ | ها رب البيت | r |
| 9 فى جا جنّ الل | و لابن الرجل | ولد امراة |

(b) Give the Arabic:

1. God's earth
2. a prophet's city
3. from the man's garden
4. the apostle's book
5. the woman's daughter
6. Muhammad's child
7. for the king's wife
8. the old man's master
9. Ahmad's son
10. the lord's house
(c) Translate into English:

$$
\begin{aligned}
& \text { ا خرج شيخ المدينة الكبيرة من بيت المرأة الجميلة. } \\
& \text { r } \\
& \text { r r r } \\
& \text { عا وجد الشيخ الكبير كتاب الولد الصنير فى البيت. } \\
& \text { ه كان اسم ابن الرجل المؤمن محداً الما } \\
& \text { و دخل الرجل بيت ابن الملك . } \\
& \text { v } \\
& \text { ^ } 1 \text { ان كتاب الرسول للمؤمن • } \\
& \text { ^ و وجد النبى امراة جميلة قريبة من العين • }
\end{aligned}
$$

(d) Translate into Arabic:

1. The child's lord's house is near here.
2. The apostle of God went to the city of the great king.
3. The man's son found a big book in the house.
4. The beautiful garden is for the king's wife.
5. The prophet's city is near Mecca.
6. The woman's child is a believer in (bi-) the Apostle of God.

## Lesson Four

8 The Dual Number. For two of anything Arabic employs the dual number, which is completely regular in its formation.

| NOMINATIVE | $-\bar{a} n i$ |
| :--- | :--- |
| OBLIQUE | $-a y n i$ |

8.1 The dual nominative suffix, which is added to the base of the noun (i.e., the noun without its inflectional endings), is -äni.

$$
\begin{array}{cc}
\text { rajul-> rajulāni } & \text { two men (nom.) } \\
\text { al-mar'at->al- } & \text { the two women } \\
\text { mar'atāni } & \text { (nom.) }
\end{array}
$$

The dual oblique (genitive and accusative) suffix is -ayni.

$$
\begin{array}{cc}
\text { min rajulayni } & \text { from two men } \\
\text { ون رجلد امرأتين wajada mra'atayni } & \text { He found two } \\
\text { women. }
\end{array}
$$

8.2 When a dual noun is first member of a construct, the -ni ending is dropped from all cases. The resulting $-\bar{a}$ of the nominative is pronounced short before an elidible alif. A prosthetic -i usually occurs with the oblique before an elidible alif.

```
امراتا الملك imra'atăal-maliki
li-mra'atay 'ahmada
li-mra'atayi l-maliki
the king's two wives (nom.)
for Ahmad's two
wives
li-mra'atayi l-maliki for the king's two wives
```

LESSON FOUR
8.3 Adjectival agreement with the dual is formed completely according to the rule for adjectives.


9 The Plural Number: Sound Plurals. The "sound," or regular, plural is formed by adding a suffix to the base of the noun.
9.1 The base of the masculine noun is formed, as was the dual, by dropping the inflectional endings. The sound masculine plural suffix that is then added serves both the indefinite and definite states. Like the dual suffix, it has only nominative and oblique forms.

| CASE | SUFFIX | INDEFINITE | DEFINTTE |
| :---: | :---: | :---: | :---: |
| nom. | -ūna | مؤمنون mu'minūna | مؤمنين mu'minina |
| obl. | -ina | المؤمنون al-mu'minūna <br> المؤمنين al-mu'minina |  |

9.2 When the first member of a construct, the masculine plural ending drops the -na termination of both -una and -ina. The resulting final vowels, though written long, are shortened in pronunciation when followed by elidible alif.

$$
\begin{aligned}
& \text { مؤمنو مكة mu'minū makkata the believers of Mecca } \\
& \text { مزومنو المدينة mu'minu l-madinati the believers of the } \\
& \text { li-mu'mini makkata } \\
& \text { li-mu'mini l-madīnati } \\
& \text { city } \\
& \text { for the believers of } \\
& \text { Mecca } \\
& \text { for the believers of the } \\
& \text { city }
\end{aligned}
$$

9.3 The sound feminine plural is formed by dropping the -atending of words that end in $t \bar{a}^{\prime}$ marbūta and adding the plural suffix. For nouns that do not end in -at-, the plural suffix is added to the base. Like the masculine plural, the feminine plural has only nominative and oblique forms. Unlike the masculine plural, it shows definite and indefinite states.

| STATE | CASE | SUFFIX | EXAMPLE |
| :---: | :---: | :---: | :---: |
| indefinite | nominative | -âtun | جنات jannātun |
|  | oblique | -ätin | جنات jannätin |
| definite | nominative | - $\bar{a}$ tu | al-jannätu |
|  | oblique | -ati | al-jannāti |

Note that the sound feminine plural suffix never takes $-a$ as an inflectional vowel. As expected, feminine plurals as first member of the construct use the definite plural forms.

$$
\begin{aligned}
& \text { مؤمنات المدينة } \quad \text { mu'minātu l-madinati the faithful women of } \\
& \text { the city } \\
& \text { فى جنات الارض fi jannāti l-'arḍi } \\
& \text { in the gardens of the } \\
& \text { earth }
\end{aligned}
$$

10 Broken Plurals; Triliteral Roots. In addition to the sound plurals formed by suffixing regular endings onto the singular base, Arabic has the so-called "broken," or internal, plural, formed by a rearrangement of the vowel pattern around the triliteral root of the singular base. Study the plurals of the following nouns:

| SINGULAR | PLURAL |
| :---: | :---: |
| رجل rajul- | رجال rijal- |
| رسول rasül- | رسل rusul- |
| مدينّة madinat- | مدن mudun- |
| كتاب kitäb- | كتب kutub- |
| عين 'ayn- | عيون 'uyūn- |
| رب rabb- | ارباب 'arbāb- |
| ملك malik- | ملرك mulūk- |
| كـ | شيوخ suyūx- |
| كبير kabir- | كبار kibār- |
| , walad- | 偖 'awlād- |

If we group these plurals according to vocalic pattern, we can easily distinguish several categories:

| $\mathbf{X i X a ̄ X}$ | $\mathbf{X u X u X}$ | $\mathbf{X u X u ̄} \mathbf{X}$ | 'aXXāX |
| :---: | :---: | :---: | :---: |
| rijāl- <br> kibār- | mudun- <br> kutub- <br> rusul- | suyūx- <br> 'uyūn- <br> mulūk- | 'arbāb- |
|  |  |  |  |

Notice that there is no predictable correspondance between the vocalic pattern of the singular and that of the plural. What remains stable in each word is the succession of three consonants. The tri-consonantal, or triliteral, root system is the distinguishing characteristic of Semitic languages in general and of Arabic in particular. Nouns and verbs in Arabic behave in predictable fashions according to set patterns of vowels superimposed onto the triliteral roots. Thus, extracting the consonants from malik- as $m-l-k$, one can say that the word belongs to the triliteral radical $\sqrt{ } M L K$, all of the derivatives of which share in some sense the basic meaning of the radical, which in the case of $\sqrt{ } M L K$ has to do with rule and possession. Other words produced from this root are mulk- 'kingship,' milk- 'property,' mamlakat- 'kingdom,' malaka 'to rule,' and a host of other predictable derived forms.

The vocalic pattern of malikun can then be said to be a short $a$ after the first radical consonant and a short $i$ after the second radical consonant, with the case ending (triptote) following the third radical consonant. A shorthand way of expressing the same thing would be to give the vocalic pattern as $\mathbf{C}_{1} \mathrm{aC}_{2} \mathrm{C}_{3}$ un, where $\mathrm{C}_{1}$ stands for any first radi$\mathrm{cal}, \mathrm{C}_{2}$ for the second, and $\mathrm{C}_{3}$ for the third. This device is convenient and will be used occasionally in this book; unfortunately it cannot be pronounced. In order to have a "dummy" root to stand for any series of three consonants, the Arabic grammarians settled upon the root $F^{\prime} L$, meaning 'to do'; thus, malikun is said to be on the pattern FA'ILUN, and its plural mulükun on the pattern FU'ULUN.

The four plural patterns introduced in this lesson are (1) Fi'A ALUN, (2) FU'ULUN, (3) FU‘ULUN, and (4) 'AF‘ALUN. The triptote ending of these four tells us that any and all plurals on these patterns are triptote. The plural of nabiyun, 'anbiy $a^{\prime} u$, is on the pattern ' $\mathrm{AF}^{\prime}$ ILA $\bar{A}$ ' U , a diptote pattern; this means that all plurals on this pattern are diptote, as walīyun 'friend' with its plural 'awliyä' $u$.

Learn the plurals of these nouns, which have already been introduced in the singular. Note that some nouns have more than one plural. ${ }^{1}$

| SINGULAR | PLURAL | SINGULAR | PLURAL |
| :---: | :---: | :---: | :---: |
| ابن | بنون banūna <br> ابناء 'abnä'- | عظيم | عظام 'izāà- <br> عظماء 'uzamä'u |
| ارض | اراض, 'arādin ${ }^{2}$ | عين | عيون 'uyūn- |
| اسم | اسهاء 'asmä'- | كبير | كبار kibār- |
|  | اسا 'asāmin | كتاب | كتب kutub- |
| امرأة | ¢ | لِل | لیال layälin |
| بنّ | بنات banāt- | مدينّة | مدن mudun- |
| بيت | بيوت buyũt- | ملك | ملوك mulük- |
| جنّ | جنات jannāt- | مؤهن | مؤمنون mu'minūna |
| حد يقتح | حدائت hadäiqu | نبّى | انبياء 'إ 'ambiya'u3 |
| رب | 'ارباب 'arbāb- | ولد | اولاد |
| رجل | رجال rijāl- | يد | ايد 'aydin |
| رسول رحل | رسل rusul- |  | اياد 'ayādin |
| شيخ | شیوخ suyūx- | يوم | إيام'ayyām |
| صغير | صغار siğār- |  |  |
| Vocabulary |  |  |  |
| آبيا Tايا | ' $\bar{a} y a t$ - pl ' $\bar{a} y \bar{a} t$ - sign, token; verse of the Koran |  |  |
| ذلك | zālika (invariable) that (masc. sing. demonstrative) |  |  |
| خير | $x a y r$-good, a good thing |  |  |

[^6]
## INTRODUCTION TO KORANIC ARABIC

samā'- (masc. and fem.) pl samāwāt- sky, heaven (usually occurs in the def. pl.)
'abd- pl 'ibād- slave, servant (of God)
muxliṣ- pl -ūna sincere, devoted (li- to)

## Exercises

(a) Give the Arabic:

1. the names of the prophets
2. the small (ones) of the city
3. the kings of the earth
4. the adults (big ones) of the house
5. the sincere believers of Mecca
6. the sons of elders
7. a man's two children
8. the men of the two cities
9. the masters of books
10. the woman's two small daughters
(b) Vocalize, then read and translate:

$$
\begin{aligned}
& \text { • } 1 \text { لرسل الل العظام } \\
& \text { | } 1 \text { عباد الله المخلصون } \\
& \text { ir اr شيوخ المدينة الكبار } \\
& \text { ir } \\
& \text { \& } 1 \text { نى حدائت بيوت الرجال } \\
& \text { ه1 } 1 \text { فى حديتة بيت المراة } \\
& \text { IT ال1 فی حديقتى بيتى المراتين } \\
& \text { iv } \\
& \text { ^1 ا اولاد المراة الصغار }
\end{aligned}
$$

## LESSON FOUR

```
    ه ان المُمنين عباد الش.
```

    ه ان المُمنين عباد الش.
    و ذللٌ كتاب كبير لعبدين من عباد الش.

```
و ذللٌ كتاب كبير لعبدين من عباد الش.
```




```
^
```

^
9 1 كان العبد مخلصأ لرب البيت.
9 1 كان العبد مخلصأ لرب البيت.

- 1 للانبياء نساء مؤمنات راولاد موّمنون •

```
- 1 للانبياء نساء مؤمنات راولاد موّمنون •
```

و
V
، كان العبد مخلصأ لرب البيت.

- 1 للانبياء نساء مؤمنات واللاد مؤمنون
(d) Translate into Arabic:

1. The man is devoted to God, the Lord of heaven and earth.
2. That was in the books of the apostles.
3. The man's two children were (käna) in the king's garden.
4. The large spring is near the city gardens.
5. A prophet's book is a good thing for the believers.
6. The cities of kings (use def. art.) are here on earth, and God's paradise is in heaven.
(c) Vocalize, read and translate:

$$
\begin{aligned}
& \text { ا ان الله رب السموات والارض . } \\
& \text { r r اند موسى عبدأ من عباد اللا المخلمين. } \\
& \text { r r ان للعبد المؤمن خيراً. } \\
& \text { ع خلت اله السووات والارض ، وفى ذلك آية للوْمنين. }
\end{aligned}
$$

## Lesson Five

11 Adjectives and Adjectival Agreement (Strict and Deflected Agreement). As has been seen, attributive adjectives agree with the nouns they modify in determination, case, gender, and number. Of gender/number agreement there are two types, (1) strict and (2) deflected.
11.1 Strict Agreement. (1) Strict agreement applies to all singular nouns, i.e., a masculine singular noun is modified by a masculine singular adjective, and a feminine singular noun is modified by a feminine singular adjective.

$$
\begin{array}{ll}
\text { rajulun muxliṣun } & \text { a sincere man } \\
\text { رجراة مخلصة imra'atun muxliṣatun } & \text { a sincere woman }
\end{array}
$$

(2) Strict agreement also applies to all duals without exception.

(3) Strict agreement also applies to the plurals of words referring to people, but not to things.

$$
\begin{array}{ll}
\text { rijālun muxlișūna } & \text { sincere men } \\
\text { نساء nisä'un muxliṣātun } & \text { sincere women }
\end{array}
$$

A broken plural referring to people takes a broken plural adjective if one exists; otherwise, the adjective is sound plural.

| شيوخ كبار Suyūxun kibārun | great elders |
| :---: | :--- |
| شيوخ مخلصن Suyūxun muxlisūña | sincere elders |

Plurals referring to female persons take sound feminine plurals.

$$
\begin{array}{ll}
\text { banātun kabirātun } & \text { big girls } \\
\text { بناء مخباء nisä'un muxlişătun } & \text { sincere women }
\end{array}
$$

(4) In Koranic Arabic all sound feminine plurals, even of inanimate objects, tend to take strict adjectival agreement.

$$
\begin{array}{cl}
\text { 'anyātun bayyinātun } & \text { evident signs } \\
\text { آيات بينات معروشات jannātun ma'rūs̄ātun } & \text { trellised gardens }
\end{array}
$$

In post-Koranic classical Arabic, however, feminine plurals referring to things (not people) tend to take deflected agreement (see below).
11.2 Broken plurals of nouns referring to other than people take deflected agreement, that is, the adjective is feminine singular. ${ }^{1}$

$$
\begin{array}{cl}
\text { مدن كبيرة mudunun kabiratun } & \text { large cities } \\
\text { بيوت buyūtun şağiratun } & \text { small houses }
\end{array}
$$

11.3 The chart below describes the range of gender/number agreement of adjectives.


[^7]

12 Pronouns. There are two sets of pronouns in Arabic, independent and attached.
12.1 The independent pronouns are: ${ }^{4}$

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | ه huwa | Lo humā | $\pm \operatorname{hum}(u)$ |
| $f$ | ه hiya | ¢o humā | - hunna |
| 2 m | انت 'anta | ! ${ }_{\text {! }}^{\text {'antumā }}$ | انتم 'antum( $u$ ) |
| $f$ | ' انـت 'anti | انتها 'antumā | انتن 'antunna |
| $1 c^{5}$ | ا 'ana ${ }^{\text {b }}$ | - (lacking) | نحن naḥnu |

[^8]The vowels given in parentheses for the 3rd masc. pl. and the 2nd masc. pl . are for use when the pronoun is followed by an elidible alif.
12.2 These pronouns are used (1) as independent subjects of nonverbal sentences.

| انا شيخ المد | 'ana šayxu l-madinati | I am the city elder. |
| :---: | :---: | :---: |
| هو ولد | huwa waladun sağīrun | He is a small boy. |
| هم من المدينة | hum mina l-madinati | They are from the city. |
| هم الشيوخ | humи s-šuyūxu $^{\text {a }}$ | They are the elders. |

(2) to divide subject from predicate in non-verbal sentences when the predicate has the definite article.


Such a construction, literally "the servant of God, he is the sincere one," avoids the ambiguity of 'inna 'abda llähi l-muxlisa ('the devoted servant of God'), where $l$-muxlisa would be an attributive adjective agreeing with 'abda llähi.

## Vocabulary

verbs
sajada he prostrated himself, fell/bowed down (li- before)
نزل nazala he came/went down, descended, stopped; he brought (bi-something)

NOUNS

$$
\begin{aligned}
& \text { اصبع/|صابع } \\
& \text { finger } \\
& \text { 'amr-pl 'awāmiru order, command; bi-'amri (+ con- } \\
& \text { struct) at the order of } \\
& \text { 'insān- (no plural) human being, person, man } \\
& \text { ar-rahmän- The Merciful (attribute of God) } \\
& \text { طين tīn-mud, clay } \\
& \text { عدو/اعداء 'adūw- pl 'a'dä'- enemy }
\end{aligned}
$$

> qalb- pl qulūb- heart قلب/قلوب

ملك/ملائكة (ملائل) malak- pl malā'ikat-/malā'iku angel
PREPOSITIONS
بين bayna (+ gen.) between, among (note the construction bayna $X$ wa-bayna $Y$ 'between $X$ and $Y$ ')
على 'alā (+ gen.) on, onto; against; over

## OTHERS

i ' $a$ - (proclitic) an interrogative particle, not generally used before the definite article
لا 'illā (+ acc.) except for

## PROPER NAMES

:'ādamu Adam

## Exercises

(a) Give the Arabic for the following noun-adjective combinations in the singular, dual and plural (nominative):

1. beautiful name
2. imminent (near) sign
3. beautiful finger
4. huge house
5. small girl
6. large spring
7. small boy
8. devoted servant
9. large hand (sing. \& dual
10. nearby city
(b) Vocalize, read and translate:

$$
\begin{aligned}
& \text { ا خلق الش آدم من طين الارض } \\
& \text { r r }
\end{aligned}
$$

$$
\begin{aligned}
& \text { ع أهو من المؤمنين برسول الله }
\end{aligned}
$$

$$
\begin{aligned}
& \text { ه هلب المؤمن بيت اله } \\
& \text { r نزل الملائكة من السموات بامر الرب على قلب النبى } \\
& \text { v } \\
& \text { ^ } 1 \text { سجد لا العبد المخلص } \\
& \text { ، اانتم اولاد شيخ المدينة } \\
& \text { • } 1 \text { ذلك من امر الش رهو خير اللمؤمنين }
\end{aligned}
$$

(c) Translate into Arabic:

1. Iblis was an enemy to Adam and Adam's wife.
2. The king's son went to the small cities.
3. That was at the order of the king of the city.
4. The men's young wives have little children.
5. The girl's (two) hands are small.
6. The angel brought down the book from heaven.
7. They are old men, and we are young.
8. She is the king's daughter, and I am an enemy to the king.
9. Are you from among (use the partitive min ) the men of the cities near here?
10. The elder of the city has two beautiful, large gardens. ${ }^{1}$

[^9]${ }^{1}$ Here and in sentence 6 of this exercise, a singular verb is followed by a plural subject. This construction will be taken up in the next lesson.

## Lesson Six

13 Verbal Inflection: The Perfect Active. The Arabic perfect generally translates into an English simple past or present perfect tense.
daxala l-bayta

He entered (has entered) the house.

The perfect has other translational values that are contextually conditioned. These will be noted as encountered.

The perfect, or suffix, inflection is formed by adding personal endings to the stem of the verb. Since there is no infinitive in Arabic, verbs are quoted by convention in their simplest form, the third-person masculine singular perfect, which is one of the following patterns: FA'ALA, FA'ILA, or FA'UlA.
13.1 To form the perfect inflectional stem, the final $-a$ is removed from the 3 rd masc. sing. form to give a stem of $f a^{\prime} a l-1 f a^{\prime} i l-1 f a^{\prime} u l$-. To this stem are added the personal endings. It will be convenient when dealing later with several classes of verbs to distinguish personal endings that begin with vowels ("V-endings") from personal endings that begin with consonants (" C -endings"). Note in the list of endings below that all 3rd-person endings except the 3rd fem. pl. begin with vowels; all the endings of the other persons begin with consonants.

|  | SINGULAR | DUAL | PLURAL |
| ---: | :---: | :---: | :---: |
| 3 m | $-a$ | $-\bar{a}$ | $-\bar{u}$ |
| f | $-a t$ | $-a t \bar{a}$ | $-n a$ |
| 2 m | $-t a$ | $-t u m \bar{a}$ | $-t u m(u)$ |
| f | $-t i$ | $-t u m \bar{a}$ | $-t u n n a$ |

$1 \mathrm{c}-t u$ - $-n \bar{a}$
There are several types of verbs in Arabic and, although the personal endings of the inflection remain unchanged, the base-forms of the several types undergo predictable changes. The various types are:
(1) "sound," verbs that consist of three radical consonants, none of which is $w$ or $y$. This inflection will be introduced immediately below.
(2) "hollow" ( $\mathrm{C}_{2} w / y, \S 18$ ), verbs whose second radical consonant is $w$ or $y$.
(3) "weak-lām" ( $\mathrm{C}_{3} w / y, \S 20$ ), verbs whose third radical consonant is $w$ or $y$.
(4) "geminate" or "doubled" (§22), those verbs whose second and third radical consonants are identical.
A typical inflection of a "sound" verb is given as paradigm-of the verb nazala:

|  | SINGULAR | DUAL |  | PLURAL |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 3 m | نزل nazala | نزلا | nazalā | نزلوا | nazalū |
| f | نزلت nazalat(i) | نزلتا | nazalatà | نزلن | nazalna |
| 2 m | نزلت nazalta | نزلتها | nazaltumā | نزلتم | nazaltum(u) |
| f | nazalti | نزلتّها | nazaltumā | نزلتن | nazaltunna |
| 1 c | نزلت nazaltu | - | - | نزلنا | nazalnā |

## REMARKS:

(1) The 3rd masc. pl. ending $-\bar{u}$ is spelled with otiose alif, which is purely an orthographic device and is dropped when any enclitic ending is added.
(2) The only endings that are consonant-final and thus require prosthetic vowels before elidible alif are the 3rd fem. sing. and 2nd masc. pl., as in daxalati $l$-bayta "she entered the house" and daxaltumu l-bayta "you (pl) entered the house."
(3) When followed by an enclitic pronoun, the 2nd masc. pl. ending -tum becomes -tumй-, as in daxaltumühu "you entered it" (see §15).
(4) The 2 nd dual is of common gender; there is no 1st dual-the plural is used instead.
13.2 The negative perfect is made by prefacing the negative particle $m \bar{a}$. Although translational values are conditioned to a large extent by context, it is helpful to think of the Arabic negative perfect as equivalent to the English negative present perfect. ${ }^{1}$

$$
\begin{array}{ll}
\text { ما سمع mā sami'a } & \text { He has not heard. } \\
\text { دخلنا } \text { سما daxalnā } & \text { We have not entered. }
\end{array}
$$

13.3 For added emphasis on the completeness or finality of an affirmative perfect verb, the particle qad may precede. Qad may be further strengthened by the addition of the emphatic particle la-. The Arabic perfect has several different uses, but the affirmative perfect preceded by qad is exclusively past perfective (past definite) in meaning.
$\left.\begin{array}{cc}\text { He did enter / has en- } \\ \text { tered / has already }\end{array}\right\}$ entered the house.

14 Verb-Subject Agreement. All verbs agree with their subjects in gender, either strictly or by deflection. Number agreement depends upon the position of the subject in relation to the verb.
14.1 When the subject of a verb follows the verb-the normal order for rhetorically unmarked sentences-the verb agrees with its subject in gender but remains singular regardless of the number of the subject.

$$
\begin{aligned}
& \text { ذahaba r-rajulu } \\
& \text { ذهب الرجال ذahaba r-rijālu } \\
& \text { ذرجت المرأة xarajati l-mar'atu } \\
& \text { خرجت النساء xarajati n-nisā’u }
\end{aligned}
$$

The man went.
The men went.
The woman went out.
The women went out.
If the subject is grammatically but not intrinsically feminine, the placement of any word other than an enclitic object between the verb and subject is liable to nullify verb-subject gender agreement, and the verb remains masculine singular.

[^10]\[

$$
\begin{array}{cc}
\substack{\text { qad kāna lakum } \\
\text { 'āyatun }} & \begin{array}{c}
\text { There was a sign for } \\
\text { قان لكم } \\
\text { You. }
\end{array}
\end{array}
$$
\]

As previously stated (§3(5)), tribes, classes, peoples and broken plurals that can be construed as collective tend to be considered feminine.

$$
\begin{aligned}
& \text { قالت الاعراب } q \text { ālati l-'a'rābu } \\
& \text { 'Tōmanat bihi banū } \\
& \text { 'isrátila } \\
& \text { kuð̊るibat rusulun min } \\
& \text { qablika } \\
& \text { The bedouins said. } \\
& \text { The Children of Israel } \\
& \text { believed in him. } \\
& \text { Apostles before you } \\
& \text { have been called } \\
& \text { liars. }
\end{aligned}
$$

Sentences or clauses of the above type, where the verb is the first element, are called verbal sentences or clauses.
14.2 When the subject precedes the verb, the verb agrees with its subject in both gender and number.

$$
\begin{aligned}
& \text { ان 'inna r-rajula ðahaba The man went. } \\
& \text { الن الرجلين ذهبا } \\
& \text { ठahabā } \\
& \text { ان الرجال ذهبوا 'inna r-rijāla ỏahabū The men went. } \\
& \text { ان المرأة ذهبت 'inna l-mar'ata } \\
& \text { ठahabat } \\
& \text { 'inna l-mar'atayni The two women went. } \\
& \text { ð Jhabatā } \\
& \text { 'linna n-nisā'a The women went. } \\
& \text { ðahabna }
\end{aligned}
$$

As in adjectival agreement, plural things are usually construed as feminine singular for purposes of verbal agreement. The chart given on $p$. 20f. shows the gender/number agreement applicable between verbs and preceding subjects.

> ان الحدائق كانت قريبة 'inna l-hadā'iqa kānat The gardens were هن هنا $\quad$ qaribatan min hunā nearhere.

## Vocabulary

VERBS

خرج على xaraja 'alā go out against, appear to
daxala 'alā go into (the presence of)
سـع sami'a hear
قال qāla say (followed by 'inna "that...")
منع mana'a hinder access ( min to); prevent (acc., someone) ( $\min$ from); forbid

## NOUNS AND ADJECTIVES

Tآāxir-last, final; end
خير xayr-better (min than), occurs in this meaning almost exclusively as a predicate, never as an attributive adjective; xayr- is a noun and does not agree in gender and number as an adjective would
دين/اديان din- pl 'adyān- religion; yawmu d-dini day of judgment, doomsday
صالح sālih - pl-ūna pious
غنى ğaniy- pl 'ağniyä'u rich
faqir- pl fuqarä’u poor
تول/اتوال qawl- pl 'aqwāl- voice, words, speech
كافر käfir- pl-ünalkuffär-unbeliever, infidel
كفر kufr-infidelity, unbelief

## OTHERS

il 'is when (conjunction + perfect verb)
; $f a$-(proclitic) and then, and so (sequential conjunction)
قد qad(i) a particle that emphasizes the perfective aspect of a perfect verb (not usually translated)

## PROPER NAMES

```
جبريل jibrilu Gabriel
    لوط lūt-Lot
    nūh- Noah
```


## Exercises

(a) Give the Arabic orally, then give the negative:

| 1. we heard | 7. they $(2 \mathrm{~m})$ heard |
| :--- | :--- |
| 2. they $(2 \mathrm{f})$ were | 8. you $(\mathrm{m} \mathrm{s})$ left |
| 3. you $(\mathrm{f} \mathrm{pl})$ went down | 9. she said |
| 4. you $(\mathrm{m}$ pl) created | 10. I went |
| 5. they $(\mathrm{f})$ found | 11. you $(2 \mathrm{~m})$ entered |
| 6. they bowed down | 12. you $(\mathrm{fs})$ left |

(b) Read aloud and translate; then reverse the order to make nominal sentences with 'inna, making necessary changes in the verb:

| 1 وجد الانبياء | ه دخل النتراء | 1 خرج الاولاد |
| :---: | :---: | :---: |
|  | 1 كانت المراتان | r |
| 111 | V | r |
| 1 | ^ سجدت الصالحات | ع س r |

(c) Vocalize, read and translate:

$$
1 \text { منعتم العباد الصالحين من بيت الش }
$$

r خرجت المراة على رجال المدينة نقالوا قد خر الم ال
r تد سمع الل قول الكغار وهم قالوا ان اله نتير ونحن اغنياء
ع انتم اين سمعتم آيات الش

ه هم مؤمنون بالله والملائكة واليوم الآخر ركتب الرسل
r
v نزل امر الش على تلوب بنى آدم
^ ان امراة نوح وامراة لوط كانتا لعبدين من عباد اله صالحين¹
1 دخل النبى على النقراء الموْمنين
(d) Translate into Arabic:

1. We have not bowed down before a human being.
2. The women heard the prophet's words and then left the city.
3. The pious poor (men) went to the king's house.
4. Is the rich (man)'s house better than the poor (man)'s house?

[^11]5. Gabriel came down to (on) the earth at God's command for (some) clay.
6. When they heard the signs of God, they went out and fell down before the apostle.
7. God said, "I created Adam from clay."
8. The pious woman prevented the children from disbelieving [use the def. art.].

## Lesson Seven

15 The Attached (Enclitic) Pronouns.

| SINGULAR |  | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m . | * -hul-hi | Lot -humā/-himä | * -hum(u)/-him(u) |
| f. | 4 -hā | Lo -humā/-himā | -* -hunnal-hinna |
| 2 m . | ¢ $-k a$ | كـL -kumā | كم -kum(u) |
| f. | $\therefore-k i$ | كـL -kumā | ك -kunna |
| 1 c. | $\leqslant^{-i /-i y a l-y a}$ | - - | L. $-n \bar{a}$ |

Uses of the enclitic pronouns:
(1) as possessive pronouns, which form a construct with the noun modified.

| كتابه kitäbu-hu | his book |
| :---: | :---: |
| كاكـابها kitäbu-hā | her book |
| كابك kitäbu-ka | your (ms) book |
| كتابك kitäbu-ki | your (fs) book |
| ككابى kitäb-i | my book |
|  | their (dual) book |
| كتابكها Kitābu-kumā | your (dual) book |
| كتابهم kitäbu-hum | their (m pl) book |
| كتإبهن Kitäbu-hunna | their ( flp ) book |
| كتابكم kitäbu-kum | your (m pl) book |


| kitābu-kunna | your (f pl) book |
| :--- | :--- |
| كتابكنا kitābu-nä | our book |

## REMARKS:

(1) The 3rd-person enclitics, with the exception of the 3rd fem. sing. $-h \bar{a}$, harmonize with the vowel that precedes immediately. When the immediately preceding vowel is $u$ or $a$, the vowel of the enclitic is $u$; when immediately preceded by $i$ or ay, the vowel of the enclitic is $i$.

$$
\begin{aligned}
& \text { كتابٌّ kitābuhu } \\
& \text { كتابٌ kitäbahu } \\
& \text { كتابه kitābihi } \\
& \text { كتابَآهِ } \text { كا kitābāhu } \\
& \text { كتابيه kitābayhi }
\end{aligned}
$$

his book (nom.)
his book (acc.)
his book (gen.)
his two books (nom.)
his two books (obl.)
(2) The 2 nd and 3 rd masc. forms -kum and -hum add a prosthetic $-u$ when followed by elidible alif.

```
 بaytuhumu l-kabïru their big house
ب baytukumu l-kabiru your big house
```

(3) The 1 st-person sing, enclitic -i supersedes all short inflectional vowels. Kitābi ('my book') thus serves all cases. When the 1 st sing. enclitic is preceded by a long vowel or diphthong, it is -ya.

$$
\begin{array}{ll}
\text { كتاباى kitäbā-ya } & \text { my two books (nom.) } \\
\text { kitäbay-ya } & \text { my two books (obl.) }
\end{array}
$$

When preceded by a consonant, the enclitic ending is $-\hat{i}$; when followed by an elidible alif, the enclitic may become-iya.

$$
\begin{array}{cl}
\text { bayti kabirun } & \text { My house is large. } \\
\text { baytiya (or bayti) l- } & \text { my large house } \\
\text { kabiru } &
\end{array}
$$

(2) as sentence subjects after the head-particle 'inna. When 'inna is followed by the 1 st-person enclitic $-\bar{i}$, it produces alternative forms, انى
'inni and اننى 'innani. Similarly, when the 1st-person plural enclitic -n $\bar{a}$ follows 'inna, it gives اننا انا 'innanāā. All others are predictably formed.
(3) as direct objects of verbs. In this case the 1 st-person singular enclitic is not $-i$ but $-n \bar{i}$. All others remain the same.

| 'امرنى 'amara-nl | he ordered me |
| :---: | :---: |
| 'امروك' ${ }^{\text {ا }}$ ' ${ }^{\text {amarū-ka }}$ | they ordered you |
| 'امرتك 'amartu-ki | I ordered you (f) |
| امرناه 'amarnā-hu | we ordered him |

Pronominal objects are added directly to the verbs as they appear in the paradigm-with the exception of the 2nd masc. pl., which becomes -tumü- before any pronominal enclitic, as
امرتمونى 'amartumūnī you (pl) ordered me

Remember that the otiose alif of the 3rd masc. pl. verb is dropped before the addition of any enclitic ( امروا 'amarū > امرونى 'amarūnī).
(4) as complements of prepositions. Two prepositions, min and 'an, double the $n$ before the 1 st sing. enclitic (see below). The prepositions $f i$ and $b i$ - predictably take the $i$-forms of the 3 rd-person enclitics.

| منى minni | عنى 'anni | ف' fiya | ب $b i$ |
| :---: | :---: | :---: | :---: |
| منل minka | عنل 'anka | فيكّ fika | بك bika |
| منه minhu | عنه 'anhu | فيه fihi | ب bihi |
| - minhā | عنها 'anhä | فيها fihā | 4. $b i h \bar{a}$ |

Prepositions ending in alif maqșūra, like 'alā and 'ilā, recover the $y$ inherent in the base before adding the enclitics. The preposition $l i$ changes to la- when followed by any enclitic other than the 1st sing., which is regularly formed.

| على 'alayya | ل lì, liya |
| :---: | :---: |
| غليك 'alayka | لك laka |
| عليه 'alayhi | - lahu |
| عليها 'alayhā | (4) lahā |

16 Kull-. The noun kull- ('totality, whole') functions as "every" and "all." When followed by an indefinite singular noun in construct, it means "every."

| kullu nafsin | every soul |
| :---: | :--- |
| كل نفس مل مدينة min kulli madinatin | from every city |

When followed by a definite noun in construct, it means "all."

| kullu l-madinati | all (of) the city |
| :--- | :--- |
| كل المدينة li-kulli l-'awlādi | for all (of) the chil- |
| لكل الاولاد | dren |

Kull- is often set in apposition to the noun it modifies, in which case it takes a resumptive pronoun and means "all."

| sajada kullu l- <br> malä'ikati or <br> majada l-malä'ikatu <br> kulluhum | All the angels fell <br> prostrate. |
| :---: | :---: |
| wajada kullal- | He found all the poor |
| fuqarä'i or |  |
| wajada l-fuqarä'a |  |
| kullahum | people. |

## Vocabulary

## VERBS

, 'amara order, command (acc., someone; bi- to do something)
جe ja'ala make, put
كتب $k a t a b a$ write; prescribe (acc. something; 'alā for someone)
كفر kafara be ungrateful; disbelieve (bi-in), perform an act of infidelity
لعن la'ana curse (acc., someone; bi-/li- for something)

## NOUNS


انف/ آناف، انوف 'anf- pl 'ānāf-l'unūf-nose

$$
\begin{aligned}
& \text { rūh- (m \& f) pl'arwāh- spirit } \\
& \text { زرج/ازواج zawj- pl 'azwāj-mate, spouse } \\
& \text { سن/اسنان sinn- pl 'asnān- tooth; age } \\
& \text { شییء/اشياء šay'- pl 'ašyā'u (diptote!) thing } \\
& \text { كل kull-all, every, whole } \\
& \text { لعنة/لعنات la'nat-pl la'anāt-curse } \\
& \text { نار/نيران nār-(f) pl nīrān-fire } \\
& \text { نْنس /انْسس nafs- (f) pl 'anfus- -self (reflexive pronoun); }{ }^{1} \mathrm{pl} \text { nufūs- } \\
& \text { soul } \\
& \text {, wāhid- one (adj.) }
\end{aligned}
$$

OTHERS
4 lammā when (+ perf.)
$\sim m a^{\prime} a$ (prep.) with
ن 'an (prep.) away from, out of (the various meanings of this highly idiomatic preposition are best learned along with the nouns and verbs with which it occurs)

## Exercise

(a) Read and translate:

(b) Give the Arabic:

[^12]1. my two hands
2. our messengers
3. their ( m ) prophets
4. in their (f) city
5. your ( m pl ) houses
6. in your ( m s ) garden
7. your ( fl ) daughters
8. their (2) eyes
9. her slave
10. your (f s) child
11. his wife
12. for his wife
(c) Read and translate the following verb + object forms:

| 1r | 9 منعتّني منه | ه لعناك | 1 لعنّا |
| :---: | :---: | :---: | :---: |
| 12 | -1 ورجدتاهم | 7 7 7 لعنّنا | r |
| ها 11 وجدوهم | 11 | $\checkmark$ | كبـبدا |
| 17 17 امرتّنى | r | 1 1 | \% 6 |

(d) Vocalize, read and translate:

$$
\begin{aligned}
& \text { ا ان ربكم خلقكم من نغس واحدة وجعل منها نوجها } \\
& \text { r كتبنا عليه ان النغس بالنغس والعين بالعين والانغ بالانف والاذن } \\
& \text { بالاذن والسن بالسن } \\
& \text { r جعل الكنار اصابعهم فی آذانهم } \\
& \text { ها }
\end{aligned}
$$

$$
\begin{aligned}
& \text { r ان الشه جعل لكم من انغسكم ازنواجا } \\
& \text { v ولقد امركم بذلك الش ريى وربكم }
\end{aligned}
$$

(e) Translate into Arabic:

1. The poor (man) cursed all the rich (men) until the end of their days.
2. When God created everything on the earth, he said, "The earth is for humankind, and the heavens are for the angels."
3. They cursed Lot and his wife, and so they left the city with their children.
4. The two women barred the men from their spring and said, "We are two poor (women), and the spring is ours."
5. I put my hands over my ears and so did not hear his words.
6. The angels brought down the spirit at God's command.
7. The last day will be [use perfect] a great thing.

## Lesson Eight

17 Demonstratives. There are two sets of demonstratives in Arabic, near ("this, these") and far ("that, those"). The same words serve as both adjectives and pronouns.
17.1 The near demonstratives are:

|  | SING | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| masc. nom. obl. | هذ hāōā | هذان hāāāni هذْين häŏayni |  |
| fem. nom. obl. | -هذ hāōihi | هتان hätāni هتين hätayni | هولاء hä'ulä'i |

The far demonstratives are:

| masc. nom. obl. |  | ذان ذānika <br> ذينك るaynika |  |
| :---: | :---: | :---: | :---: |
| fem. nom. obl. | تلك tilka | تانك tānika <br> تينك taynika | اوليل 'ulā'ika |

REMARKS:
(1) Only the dual forms are subject to inflection; all others are indeclinable.
(2) The $w \bar{a} w$ in 'ulă ${ }^{\prime} i k a$ is otiose and does not indicate a long $\bar{u}$.
17.2 As pronouns, the demonstratives agree in gender and number by deflected agreement with the words to which they refer.

| هذا هو النبى | biyu | This is the prophet. |
| :---: | :---: | :---: |
| تلك آيات الل | tilka 'āyātu llāhi | Those are God's signs. |
| اولئل هم المؤمنون | 'ulă'ika humulти'тіпйпа | Those are the believers. |

17.3 When the demonstratives are used as adjectives, they usually precede the nouns they modify. The noun, however, must have the definite article for the demonstrative to precede.


As the demonstrative is the only thing that can intervene in the construct, it may be helpful to think of the demonstrative as actually an extension of the definite article.

17.4 When a noun modified by a demonstrative is the first member of a construct or has a pronominal enclitic ending, by virtue of which it cannot have the definite article, the demonstrative follows the whole construct, agreeing with the noun it modifies as an appositive.


18 The "Hollow" Verb: Perfect Inflection. Verbs whose second radical consonant is $w$ or $y\left(\mathrm{C}_{2} w / y\right)$ have slightly altered base forms in the perfect inflection. For V-endings, $\mathrm{C}_{2}$ is replaced with alif, which lengthens the vowel of $C_{1}$ to $\bar{a}$. Thus, from $\sqrt{ }$ QWM:

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | م $q \bar{a} m a$ | م | قا $q \bar{a} m \bar{a}$ |
| قام $q \bar{a} m \bar{u}$ |  |  |  |

## f قامت qāmat $q$ قامتا $q \bar{a} m a t \bar{a}$

and from $\sqrt{S Y R}$ :

| 3 m | سار | sāra | سارت |
| ---: | :--- | ---: | :--- |
| سارت | sārat | sārā | سارتا |
| fāratā |  |  |  |
| sārū |  |  |  |

When the C-endings are added, the base collapses and the weak radical normally appears as the short vowel associated with the original consonant, i.e., $u$ for $w$, and $i$ for $y$. From $\sqrt{Q W M}$ (and so also qālalqul- and kānalkun-):

| 3 f |  |  |  |  | ט | qumna |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 m | قـت | qumta | قـتـا | qumtumā | قمتم | qumtum |
| f | قمت | qumti | قتتما | qumtumā | قّ | qumtunna |
| 1 c | قnت | qumtu |  |  | قـنا | $q u m n \bar{a}$ |

And from $\sqrt{S Y R}$ :

| 3 f |  |  | سن sirna |
| :---: | :---: | :---: | :---: |
| 2 m | sirta | سرتما sirtumā | سرتم sirtum |
| f |  | سرتها sirtumā | سرتن sirtunna |
| 1 c | sirtu |  | سرنا |

There are a few exceptional base formations, notably $\sqrt{ } N W M$ ( $n a \overline{m a}$ "to sleep"), $\sqrt{M W T}$ (māta" to die"), and $\sqrt{X W F}$ ( $x a \bar{f} a$ "to fear"). The underlying forms are *nawima, *mawita and *xawifa, as opposed to the underlying forms of qāma and sära, which are *qawama and *sayara. The bases for C -endings of these verbs are nim-, mit- and xif-.

The common verb $j \bar{a}$ ' $a$ ('to come') is regularly inflected on the model of sāra; however, because its third radical is hamza, the orthography of which is rather complicated (see Appendix G), the paradigm is given here in full.
3 m s $j \vec{a}$
أ $j \bar{a}^{\prime} \bar{a}$
جاءوا $j \vec{a} \vec{u}$
f حاءت $j \vec{a} \vec{a}^{\prime} a t$
جاءتا $j \vec{a}{ }^{\prime} a t a ̄$
جنْ ji'na
2 m جئت ji'ta جئتما ji'tumā
جئتم
f جئت ji'ti جئتها ji'tumă جئتن ji'tunna

```
1c حئت ji'tu
جئنا ji'nā
```

In Koranic orthography the otiose alif of the 3rd masc. pl. is regularly omitted.

Note that when the third radical consonant and the consonant of the personal ending coincide, they are written together with šadda, as in mittu ("I died"), "كن kunna ("they [f] were"), and kunnā ("we were").

19 The Defective Verb Laysa. As has been seen, Arabic has no verb "to be" in the present tense. "Not to be" in the negative present is expressed by the defective verb laysa. This quasi-verb is inflected on the pattern of the perfect but is present in meaning. The inflection is similar to that of hollow verbs.

| 3 m | ليس laysa | ليس laysā | ليسوا laysū |
| :---: | :---: | :---: | :---: |
| f | laysat | ليستّا laysatā | لسن lasna |
| 2 m | lasta | lastumā | لستم lastum |
| $f$ | lasti | lastumä | lastunna |
| 1 c | لست lastu |  | لسنا |

Laysa takes its complement either (1) as a predicative in the accusative case

$$
\text { lasta mu'minan } \quad \begin{aligned}
& \text { You are not a be- } \\
& \text { liever. }
\end{aligned}
$$

or (2) as a complement to the preposition $b i$ - in the genitive case.
bikum

## Vocabulary

## VERBS

جاء $j a^{\prime}{ }^{\prime} a$ ( $j i^{\prime}-$ ) come, come to ( + acc., someone, some place); to bring (bi-something) to someone (acc.) qā̀la (qul-) say
قام قāma (qum-) rise up, arise ('ilā for; 'alā against); go ('ilā to); undertake (bi- something); qāma l-layla stay up at night (all night)

```
ليس laysa (las-) not to be (conjugated like a perfect verb,
    meaning present)
تl mäta (mit-) die
```


## NOUNS AND ADJECTIVES

الآخرة al-'āxirat- the next world, the life to come
ارلثلُ 'ulä'ika those (pl.)
كلل thilka that (fem. sing.)
حياة hayāt-life
الدنيا ad-dunyā (f., noun and adj., indeclinable) this world, this life; al-hayätu d-dunyä this-worldly life, the life of this world
ذلك $\quad$ ذalika that (masc. sing.)
salāt- pl șalawāt-prayer, ritual prayer
تليل qalil- little (bit); slight, few
كثير kaAir-many, much
متاع/امتعة matä'- pl 'amti'at- goods, wares, chattel
معقام/ معامات maqām- pl-āt- place, location, position
هد hāōā this (masc. sing.)
هذه häzihi this (fem. sing.)
هولاء $h \vec{a}^{\prime} u l \vec{a}^{\prime} i$ these (pl.)

## Exercises

(a) Give the correct form of both demonstratives with the following words:

| Vr iv الكتب | Tr | , الجهيلان | ه الحياة | 1 الروح |
| :---: | :---: | :---: | :---: | :---: |
| ^11 الاسنان | 181 1 النار | 1 1 الشيخين | ฯ الدنيا | r |
| 1917 | 112 اللعنّ | 11 1 الإنان | - | r |
| الكr. | 1717 | r 1 ا الز | ^ | ع الارباب |

(b) Give the form of the verb appropriate to the pronoun in parentheses:
r قام (1انا)
r جاء (انت)
ا قال (انتم)

- 1 قال (انت)
v
ع عات (اتتما)
I 1 ات ات (هـا)
^ 1 قام (هى)
ه كان (هن)
rir
1 جاء (اتن)
7 كان (نحن)
(c) Vocalize, read and translate:

$$
\begin{aligned}
& \text { ا اذ تاموا نقالوا ربنا رب السموات والارض } \\
& \text { r r } \\
& \text { r } \\
& \text { ع علقد جنُناهم بكتاب باسم شيخ تلك المدينت } \\
& \text { ه أجئتنى بشىء عظيم } \\
& \text { r } 1 \text { جعل الش نى ذلك } \\
& \text { v ان كثيرا من عباد الل المؤمنين قاموا باوامر الل } \\
& \text { ^ } 1 \text { ارلثك اشئتروا الديا الحياة الدنيا بالآخرة } \\
& \text { 9 متاع الدنيا ثليل والآخرة خير } \\
& \text { • ال الكم دينكي ولى دينى } \\
& \text { II الى وجدت هنا شيخا كبيرا ومعه بنت واحدة } \\
& \text { IT وجد نفسه نى بيت عظيم نقام الى الصلاة مع رجال البيت }
\end{aligned}
$$

(d) Translate into Arabic:

1. This is not your place.
2. On ( $f i$ ) that day his daughter died.
3. We were few, and the enemy many.
4. When the messenger came I rose from my place.
5. The spirit of every man is at God's command.
6. You put this fire here, and it is a sign for those elders.
7. We cursed ourselves for that.
8. This world is the believer's prison (sijn-) and the infi-
del's paradise.
9. This child wrote his name in this book. Is he your son?
10. They cursed the king for his disbelief in God.

## Lesson Nine

20 The "Weak-lâm" Verb ( $\mathrm{C}_{3} w / y$ ): Perfect Inflection. Verbs whose third radical is $w$ or $y$ are known as "weak-läm" verbs. They exhibit the following peculiarities in the perfect inflection:
20.1 Verbs with an underlying *fa'awa base (1) change $\mathrm{C}_{3}$ to alif in the 3rd masc. sing., (2) drop $\mathrm{C}_{3}$ altogether in the 3rd fem. sing. and dual and in the 3rd masc. pl., where $-\bar{u}$ is diphthongized as $-w$, and (3) recover the original $w$ with C -endings and the 3rd masc. dual. Thus, from ${ } D^{\prime} W$, with underlying perfect ${ }^{*}$ da'awa:

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | \% ${ }^{\text {da }}{ }^{\text {a }}$ | دعرا $d a^{\text {a }}$ awā | دعرا da'aw |
| 3 f | دعت da'at | دعتا ${ }^{\text {de'atā }}$ | da'awna |
| 2 m | da'awta |  | da'awtum |
| 2 f | da'awti | دعرتها da'awtumã | da'aw duna |
| 1 c | دعوت da'awtu |  | دعونا ${ }^{\text {دعرا }}$ |

20.2 Verbs with an underlying ffa $^{\prime}$ aya base (1) change $\mathrm{C}_{3}$ to alif maqsūra in the 3rd masc. sing., (2) drop $\mathrm{C}_{3}$ altogether in the 3rd fem. sing. and dual and 3rd masc. pl., and (3) recover the original $y$ with Cendings and the 3rd masc. dual. Thus, from $\sqrt{R M Y}$, with underlying perfect ${ }^{\text {ramaya: }}$

| 3 m | (1) | $r a m a ̈$ | رمL1 | ramay $\bar{a}$ | رمو1 | ramaw |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 f | رهت | ramat | رمتا | ramatā | رمين | ramayna |
| 2 m | رصيت | ramayta | رميتها | ramaytumā | رميتّ | ramaytum |

[^13]

Note that throughout the inflection of both *fa'awa and *fa'aya base verbs, $\mathrm{C}_{2}$ has the vowel $a$.
20.3 Verbs with an underlying base *fa'iwa (as from $\sqrt{ }$ RDW, perfect *radiwa) become fa'iya, changing the $w$ to $y$, and are thus identical to base fa'iya verbs in the perfect inflection. The only peculiarity of this type in the perfect is the 3rd masc. pl., which drops $C_{3}$ along with the preceding vowel when the ending $-\bar{u}$ is added. All other forms are predictable from the regular paradigm. Example, from $V_{L Q Y}$, base laqiya:

| 3 m | لتى laqiya | لق laqiy ${ }_{\text {a }}$ | لقوا laqū |
| :---: | :---: | :---: | :---: |
| 3 f | لقيت laqiyat | لقيتا laqiyatā | لقين laqiyna |
| 2 m | laqiyta | لقيتّا laqiytumā | لقيتم laqiytum |
| 2 f | لقيت laqiyti | للقيتها | لقيتن laqiytunna |
| 1 c | لقيت laqiytu | - | لقينا |

For purposes of pronunciation, $-i y-=-i$ (laqiyta $=$ laqita $)$.
21 Relative Pronouns and Relative Clauses. Arabic distinguishes two types of relative clause, definite and indefinite.
21.1 The definite relative clause, or clause referring to an antecedent that is grammatically or semantically definite, uses the relative pronouns, which are: ${ }^{1}$


[^14]The Arabic relative pronoun always stands at the head of the relative clause and as close as possible to its antecedent. Relative clauses in which the relative pronoun is the subject of the clause pose no special problem. The verb must of course agree in number and gender with the relative pronoun and its antecedent

$$
\begin{aligned}
& \text { اين الرجل الذى كان هنا } \\
& \text { kāna hunā } \\
& \text { (المرأة التى جاءت hiya l-mar'atu llati } \\
& \text { اليوم jä'ati l-yawma }
\end{aligned}
$$

$$
\begin{aligned}
& \text { (اهؤلاء هن النساء اللاتى 'a-hä'ulä'i hunna n- }
\end{aligned}
$$

> was here?
> She is the woman who came today
> They are the men who heard our words.
> Are these the women who went?

When the relative pronoun is the logical direct object of the verb in the relative clause, it may be so indicated by a resumptive pronoun. This is not obligatory.

| هذا هو النبى الذى | häðā huwa n-nabìyu | This is the prophet |
| :---: | :---: | :---: |
| وجدوا (وجدره) فى | $\underline{l l a \partial \grave{l}}$ wajadū(hu) $f \stackrel{l}{ }$ | whom they found in |
|  | kitābihim | their book. |

The resumptive pronoun is often omitted in the direct object position in the relative clause. It cannot be omitted, however, when the relative is the complement of a preposition ("with whom, from which," etc.) or possessive ("whose")

$$
\begin{aligned}
& \text { an-nisä'u lläti daxalta The women to whom } \\
& \text { عليهن 'alayhinna } \\
& \text { ما هذه الاشياء التى } m a ̄ h a ̈ ð i h i l-' a s y a ̄ ’ u \\
& \text { جاءوا بها } \\
& \text { al-maqāmu llabì kāna } \\
& \text { fihi } \\
& \text { you went } \\
& \text { What are these things } \\
& \text { which they have } \\
& \text { brought? }{ }^{1} \\
& \text { the place in which he } \\
& \text { was }
\end{aligned}
$$

[^15]\[

$$
\begin{aligned}
& \text { al-rajulu llaði daxalū } \\
& \text { baytahu } \\
& \text { the man whose house } \\
& \text { they entered }
\end{aligned}
$$
\]

21.2 Nominalization of the relative pronouns ("he who, the one which") is very common.

| سجد الذى سـع الامر | sajada llabi sami'a l'amra | He who (the one who) heard the command bowed down. |
| :---: | :---: | :---: |
| ان الذين سمعوا قول النبى هم الصالحون | 'inna llabina sami' $\bar{u}$ qawla n-nabiyi humu s-sālịhüna | Those (the ones) who heard the prophet's words are the pious. |

21.3 The second type of relative clause, the indefinite or asyndetic, the type which has an indefinite antecedent, is unmarked by a relative pronoun. Asyndetic relative clauses look exactly like independent sentences; and in the absence of punctuation, confusion can arise, but context usually makes it clear that it is a relative clause.

$$
\begin{aligned}
& \text { قد جاء رسل منكم } q a d \text { jā’a rusulun } \\
& \text { دعرنا الى الله } \\
& \text { 'ilā llāhi } \\
& \text { لى ولد اسمه موسى } l i ̄ \text { waladun }{ }^{i} \text { smuhu } \\
& m u ̄ s \bar{a} \\
& \text { fil-madinati } \\
& \text { عين } \begin{array}{c}
\text { 'adīqatun fihāa } \\
\text { 'aynun }
\end{array}
\end{aligned}
$$

There came from among you apostles who summoned us to God.
I have a child whose name is Musa.
There is a garden in the city in which there is a spring.

## Vocabulary

## VERBS

$ى^{\text {I }}$ 'atā come (+ acc., to someone or someplace); bring (bi-something) to (someone/someplace, acc.)
دعا da'ä call, call upon, call out to, summon ('ilā to)
رمى ramä pelt (someone, acc., bi- with something); cast (bi-something) at (acc.)
ىl, $r a^{\prime} a ̄$ see, consider
عفا 'afā pardon ('an someone or something)

NOUN
qawm- pl 'aqwām- people, nation, tribe

## OTHERS

allatĭ fem. sing. relative pronoun
allaozi masc. sing. relative pronoun
allaðina masc. pl. relative pronoun
$\leq k a$ - (proclitic + noun in the gen.; does not take pronominal enclitics) like
كذلك ka-ðälika thus, likewise
L $m \bar{a}$ (invariable) what? (interrogative pronoun)
, wa-lākinna (+ noun in acc. or enclitic pronoun) but, rather; (when followed by a verb, wa-lākin)
L yā O (vocative particle followed by the nominative case of noun without nunation, as y $\bar{a}$ rasūlu "O apostle"; followed by accusative if in construct, as $y \bar{a}$ rasūla llāhi "O Apostle of God")

## PROPER NAMES

```
`\mp@code{isää (invariable) Jesus}
    مريم maryamu Mary, Miriam
```


## Exercises

(a) Give the Arabic:

1. the two women who came
2. a man you saw
3. the girl who called me
4. the king for whom you rose
5. you ( m pl ) who have died
6. the sign that I saw
7. the place from which you (f s) arose
(b) Vocalize, read and translate:
8. you (f pl) who have heard
9. the thing they brought
10. (some) things they brought
11. those who saw
12. I who called them
13. words [indef.] you ( m pl ) heard
14. the women whom you saw

## INTRODUCTION TO KORANIC ARABIC

$$
\begin{aligned}
& \text { r r ناتت مريم تومها بابنها عيسى نقالوا يا مريم ما هذا الذى جينت به } \\
& \text { r ان الذين اتوا بالآيات دعوا الش } \\
& \text { ع عاى قلبى ريى } 1 \\
& \text { ه الما توم ان هذه الحياة الدنيا شىء قليل } \\
& \text { و المومْنون كنغس راحدة } \\
& \text { V }
\end{aligned}
$$

$$
\begin{aligned}
& \text {, مذه الحياة الدنيا التى نحن فيها إرأيتوها خيرا لكم } \\
& \text { • ا الن الذين كنروا وماتوا اولئك عليهم لعنة الشا } \\
& \text { 1 } 1 \text { فالذين كغروا من تومه رموه بالرماح } \\
& \text { ir }
\end{aligned}
$$

$$
\begin{aligned}
& \text { } 18 \text { دعوهم اللى آخر ايام حياتهم ولكنهم ما سععوا قولهم }
\end{aligned}
$$

(c) Translate into Arabic:

1. The slave called his master and said, "We who have come here are not many."
2. The old man arose for the prayer and then died devoted ${ }^{3}$ to God.
3. I put these (two) hands of mine over my eyes, and so I did not see anything.
4. Thus I said to the child who brought me these two books.
5. O people, did you see when the angels brought God's signs to us from heaven?
6. What did you say to the king's servant when he summoned you?
7. He has two sons he has pardoned and another son he has not. ${ }^{4}$
[^16]
## Lesson Ten

22 Geminate (Doubled) Verbs: Perfect Inflection. Verbs whose second and third radical consonants are identical are known as "doubled" or "geminate" verbs. They exhibit the following peculiarity in conjugation: with the V-endings the second and third radicals fall together as a doubled consonant. Otherwise the inflection of the perfect is regular. An example, from $\sqrt{ } D L L$, underlying perfect *dalala $>$ dalla ("to guide"):

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | ل dalla | لا dallā | دلوا dallū |
| 3 f | dallat | دلتا dallatä | دللن دلن |
| 2 m | dalalta | دللتّا | د dalaltum |
| 2 f | dalalti | دللتها dalaltumā | دللتن dalaltunna |
| 1 c | دللت dalaltu | - - | دللنا |

23 Active Participles. The active participle, which can be formed from all verbs, transitive and intransitive, is made on the pattern $\mathrm{FA}^{`} \mathrm{IL}-$, which makes its feminine, dual and plurals with regular adjectival endings. An example, from daxala:


The active participle often functions, like the English present active participle in "-ing," as a verbal adjective for on-going action, or the durative aspect.

$$
\begin{aligned}
& \text { huwa sājidun li-llāhi He is bowing down to } \\
& \text { God. }
\end{aligned}
$$

The active participle as complement to kāna in the perfect gives the past progressive:

$$
\begin{array}{cc}
\text { كان ساجدأ له kāna sājidan li-llāhi } & \begin{array}{c}
\text { He was bowing down } \\
\text { to God. }
\end{array}
\end{array}
$$

Contrast this use of the durative participle with the finite perfect, sajada, which is temporal and may mean, according to context, "he bowed down, he did bow down, he had bowed down, he will bow down."

The active participle is also substantivized and used as an agent noun, so that kātib- (from kataba "to write") may mean not only "writing, going to write, one who is writing," but also, as a noun, "writer, scribe."


However, when the participle retains verbal force, the participial object is in the accusative.

| الش خالتُ بشرا bašaran | God is going to create a human being. |
| :---: | :---: |
|  | I am going to send, after you, a prophe |

Note, as in the above examples, that the active participle in the predicate position very often has a future signification ("going to...") when it is not substantivized. When a transitive active participle has its object in the accusative, it is clear that the participle is used verbally, and it almost always has a future sense; when the participle is in construct, it is generally substantivized. Otherwise, as in the first example above, huwa säjidun, only context can determine whether the meaning is present
progressive ("he is bowing down") or future ("he is going to bow down").

24 The Passive Participle. The passive participle of all transitive verbs is formed on the pattern MAF' $\overline{\mathrm{U}}$-. Feminines, duals and plurals are formed like regular adjectives, as from wajada ("to find"):

| SINGULAR |  |  | DUAL |  | PLURAL |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| masc. | موجود | mawjüdun | موجودان | mawjūdāni | موجود | mawjūdūna |
| fem. | موجود88 | mawjūdatun | هوجودتان | mawjūdatāni | موهودات | mawjüdätun |

The passive participle is used in the following ways:
(1) purely adjectivally, like the English past passive participle:

$$
\begin{aligned}
& \text { شیى گay'un maxlūqun a created thing } \\
& \text { ar-rajulu mal'ünun The man is cursed. } \\
& \text { كان الكتاب مكتوبا } k a ̄ n a l \text { l-kitäbu The book was written } \\
& \text { maktüban }
\end{aligned}
$$

(2) that which can be, ought to be, is worth doing or liable to be:

a thing worth mentioning / a mentionable thing words that are/ought to be heard
(3) substantively;

$$
\begin{array}{cc}
\text { al-mal'ūnūna } & \begin{array}{c}
\text { those who are cursed, } \\
\text { accursed ones }
\end{array} \\
\text { al-maðkūru min qablu } & \begin{array}{c}
\text { that which has been } \\
\text { mentioned before }
\end{array}
\end{array}
$$

25 Cognate Subjects. The active participle is often used as a cognate subject (i.e., the active participle of a given verb as subject of that same verb) in the indeterminate sense of "someone, some people, somebody or other."

$$
\begin{aligned}
& \text { قال قائل qāla qā'ilun } \\
& \text { قال تائلون qāla qä’ilūna }
\end{aligned}
$$

Somebody has said...
Some people have said...

The definite cognate subject necessarily refers to a subject already introduced.

$$
\begin{aligned}
& \text { and then the one who } \\
& \text { was speaking went } \\
& \text { on to say... }
\end{aligned}
$$

26 Circumstantial Constructions. Circumstantial constructions indicate circumstances contemporaneous with or prior to the action/state of the verb.
26.1 The indefinite accusative of nouns, adjectives and especially participles occurs in an adverbial sense to modify the circumstance or to indicate the manner of the verb.


He died devoted ("as
a devoted one") to
his lord. his lord.
He went out against the prophet as an infidel ("in the manner of an infidel").

This construction rarely poses any special difficulty for comprehension or translation. It should be noted that the word in the accusative may modify the object as well as the subject of the verb (gender/number considerations usually eliminate confusion).


This last construction is really an objective complement where, as expected, an adjective or participle modifying the direct object is in the accusative case.

$$
\begin{gathered}
\begin{array}{c}
\text { wajadnähum säidiña } \\
\text { li-rabbihim }
\end{array} \\
\begin{array}{l}
\text { We found them bow- } \\
\text { ing down to their } \\
\text { master. }
\end{array}
\end{gathered}
$$

26.2 The circumstantial wa-. The use of a parallel clause introduced by $w a+$ pronoun (or noun) indicates circumstantiality, or what pertains concurrently to the action/state of the verb.

| رايته وهو نانل من | ra' aytuhu wa-huwa näzilun mina $l$ madinati | I saw him as he was coming down from the city. |
| :---: | :---: | :---: |
| دتوتك وانت غارج من | da'awtuka wa-'anta xärijun min baytika | I called out to you as you were coming out of your house. |
| دعوتُّ وانا خارج من بيتى | xārijun min baytī | I called out to you as I was coming out of my house. |

Circumstantial wa- $+q a d+$ a perfect verb indicates circumstantiality prior to the main verb.

$$
\begin{array}{cl}
\text { ra'āni wa-qad xaraja } \begin{array}{c}
\text { رآنى وقد خرج من بيته } \\
\text { min baytihi }
\end{array} & \begin{array}{l}
\text { He saw me after he } \\
\text { had come out of his } \\
\text { house. }
\end{array}
\end{array}
$$

## Vocabulary

## VERBS

ba'a $\theta a$ send, send forth; resurrect
ذi zakara mention, make mention of, recollect
ضل dalla (*dalala) go astray, get lost
fa'ala do
هدى hadā lead, lead aright
NOUNS
بشر basar-human being, mankind

- 0 ols $m \bar{a}^{\prime}-\mathrm{pl}$ miyāh- water

OTHERS
بعد $b a^{\text {' } d a ~(+~ g e n ., ~ t e m p o r a l ~ p r e p o s i t i o n) ~ a f t e r ; ~ a l s o ~ m i n ~}$ $b a^{\prime} d i+$ gen.; note especially the adverbial $\min b a^{\prime} d u$ afterwards
عند 'inda (+ gen.) with, in the possession of, in the opinion of, in the presence of, in/at the house of (like the French chez, Latin apud); min 'indi (+ gen.) from among, from the presence/possession of
قبل qabla (+ gen., temporal preposition) before; also min $q a b l i+$ gen.; (adverbial) min qablu beforehand

」 $l a$ - (proclitic) "really," an emphasizing particle that affects no case; it often marks the predicate of an 'inna-clause and is usually best left untranslated
L $m \bar{a}$ (negative particle) not, takes its complement in the nominative or, like laysa, with bi-

## PROPER NAMES

الانجيل al-'injillu the Gospel, the Evangel
at-tawrātu the Torah, the Pentateuch

## Exercises

(a) Give the active and passive (if possible) participles:

| Ir | 9 سمع | ه خلّ | ا امر |
| :---: | :---: | :---: | :---: |
| 12 | -1 1 فعل | و دخل | r |
| 17 17 نزل | 11 | ¢ | $r$ |
| 17 وجد | Ir | ^ ذُهب | ع |

(b) Vocalize, read and translate:
r

ع والذى كنر بعد ذلك بالل وملائكته وكتبه ورسله واليوم الآخر فقد ضلز
ه هذا هو الرسول النّبى الذى وجدوه مكتوباً عندهم فى التوراة والانجيل I قال ربك للملانكة انى خالتق بشراً من طين v v A انى ذاهب الى ريى 1 ولا كان الملائكة ساجدين لآدم قال ابليس الخلقتنى لهذا انى له لعدو - ا المؤمنون كرجل واحد ا 1
ir r r r r r r
Ir بعثه عند الكغار فهداهم
 ها 1 والله هو الذى خلت من الماء بشرا
(c) Translate into Arabic:

1. We were sent, and so we have come to you.
2. Thus it was written in the Torah of Moses and the Gospel of Jesus.
3. The words of mankind are heard in God's presence.
4. You brought the king's orders, but the men of the city left before you.
5. After that, they saw a woman going down to the spring for water
6. Was it mentioned thus in the books that are in your possession?
7. I saw him with ${ }^{1}$ his finger over his heart, and that was for me like the king's command.
8. You saw all my children except for Muhammad, who ${ }^{2}$ was not near our house on ( $f i$ ) that day.

[^17] noun.

## Lesson Eleven

## 27 Active and Passive Participles (cont.).

27.1 For hollow verbs ( $\mathrm{C}_{2} w / y$ ), the active participial pattern is FĀ'LL-, with hamza taking the place of $\mathrm{C}_{2}$ in all cases.

$$
\begin{aligned}
& \text { qāma ( } \downarrow \text { QWM })>q a ̈ ’ i m- \\
& \text { سار < } \operatorname{sära~(\sqrt {}SYR)>sä’ir-~}
\end{aligned}
$$

27.2 For weak-lām verbs $\left(\mathrm{C}_{3} w / y\right)$ the pattern is $\mathrm{F} \overline{\mathrm{A}}$ ' IN , the inflection of which demands special treatment. An example is hādin, from $\sqrt{H D Y}$ :

|  | INDEFINITE | DEFINITE |
| :---: | :---: | :---: |
| nom. \& gen. | هاد hādin | الهادى al-hādì |
| acc. | هادياً hädiyan | الهادى al-hädiya |

In both the definite and indefinite states, the nominative and genitive cases are identical. Only the accusative case actually shows its case ending. This results from an internal collapse due to weakness: *hädiyun $\rightarrow$ hädin and *hādiyin $\rightarrow$ hādin, where the "weak" vowels $u$ and $i$ cannot maintain a weak consonant between them; the "strong" vowel $a$ does support a weak consonant, so hädiyan and al-hädiya do not suffer collapse.

The feminines are regularly formed, with $-y$ - for $\mathrm{C}_{3} w$ as well as for $\mathrm{C}_{3} y$ roots: hādiyat- pl hādiyāt-.

The masculine plurals suffer the same collapse as the singular: *hädiyūna $\rightarrow$ hādūna and *hädiyinna $\rightarrow$ hädinna.

The inflectional patterns of hādin are not limited to active participles but occur with many broken plurals of $\mathrm{C}_{2} w / y$ roots and also certain
 'asāmin, and يد yad- pl 'ايد'aydin and اياد 'ayādin. 1
27.3 Doubled verbs undergo the same loss of weak vowel as in the verbal inflection. The pattern for the active participle is FĀLL- (< *falil-).
دل dalla > *dälil- > دالَ dāll-
27.4 Passive participles of hollow, weak-lām and doubled verbs.
(1) The contracted pattern MAFÜL- is used for $\mathrm{C}_{2} w$ roots ( ${ }^{*}$ mafwāl$\rightarrow$ mafūl- $)$.

$$
\begin{aligned}
& \text { قال qāla }(\sqrt{ } Q W L)>\text { *maqwūl }-\rightarrow \text { مقو maqūl- }_{\text {قی }} \\
& \text { لام } \operatorname{lāma(\sqrt {LWM})>{}^{\text {mmalwūm}}\rightarrow \rightarrow \text {ملومmalūm-}}
\end{aligned}
$$

The patterns MAFIL- and MAFYŪL- (regular) are attested for most $\mathrm{C}_{2} y$ roots.

$$
\begin{aligned}
& \text { كال kāla ('measure’) ( } \sqrt{ } \text { KYL) > مكيول ، مكيل makyūl-/makil- }
\end{aligned}
$$

(2a) Weak-lām roots: $\mathrm{C}_{3} w$ produces a regular passive participle on the pattern MAF' ${ }^{\text {U }}$ W-

$$
\text { مدعو } \operatorname{mad} \text { عا } d a^{\prime} \bar{a}\left(\sqrt{ } D^{\prime} W\right) \bar{u} w-
$$

(2b) $\mathrm{C}_{3} y$ roots give a passive participle on the pattern MAF'TY-.

$$
\text { هدى hadā ( } \sqrt{H D Y})>\text { ههدى mahdīy- }
$$

(3) The formation of passive participles from doubled roots is perfectly regular.

$$
\text { Jد dalla }(\sqrt{ } D L L)>\text { مدلول madlūl- }
$$

[^18]28 Verbal Nouns. Every verb in Arabic has at least one verbal noun, known as a masdar-, the usage of which is roughly equivalent to the English infinitive or gerund in '-ing.' Many verbal nouns have a concrete meaning as a noun as well as the verbal sense, as xalq- (< xalaqa), which means "creation" as well as "(the act of) creating." Verbal nouns of the base form of the verb (the only one introduced so far) are not predictable and must be learned as a "principal part" for each and every verb.
28.1 Following are the verbal nouns, by pattern, for the verbs that have been seen so far (note that some verbs have more than one verbal noun in common use, often reflecting different senses of the verb).
(1) FA'L-, the most common pattern for verbal nouns, generally for transitive verbs of the fa'ala and fa'ila types.

$$
\begin{aligned}
& \text { زع ja'l- 'afw- معل man' } \\
& \text { خلت } \text { xalq- fa! } \text { فعل mawt- }
\end{aligned}
$$

(2) FU‘ŪL-, mainly for intransitive fa'ala verbs.

| خروج xurūj- | سجود sujūd- | wujūd- |
| :---: | :---: | :---: |
| دخلى duxūl- | نزول nuzūl- |  |

(3) $\mathrm{Fl}^{\mathrm{L}} \mathrm{L}-$,
ذikr-
(4) $\mathrm{FU}{ }^{〔} \mathrm{~L}(\mathrm{AT})-$

رؤية ru'yat- كفر kufr-
(5) FA‘ALL(AT)-
سهاع ذahāb- dalāl(at)-

[^19](6) $\mathrm{Fl}^{‘} \mathrm{~A} L(\mathrm{AT})-$
قيام qiyām
كتابة kitäbat-
هداية hidāyat-

The verbal noun is extensively used as a verbal complement, especially with verbs that take their complements through prepositions, for example:

| هنع من الدخل | mana'ahu mina $d$ duxūli | He prevented him from entering |
| :---: | :---: | :---: |
| دعوناهم الى الخرج | da'awnāhum'ilālxurūiji | We called upon them to leave. |
| امرونا بالسـاع | 'amarünā bis-samā'i | They ordered us to hear. |

Where the Arabic verbal noun corresponds to an English infinitive or gerund, it is almost always definite (as in the above examples).
28.2 Subjective and Objective Genitives. When only the doer of the action (subject) occurs with a verbal noun, it is put into construct with the noun as a subjective genitive.

$$
\begin{aligned}
& \text { خلق الش xalqu llāhi } \\
& \text { دخول الرجال duxūlu r-rijāli } \\
& \text { بعث الملك } \\
& \text { God's creating (crea- } \\
& \text { tion) } \\
& \text { the men's entering } \\
& \text { the king's sending }
\end{aligned}
$$

When only the object of a verbal noun occurs, it is in construct as an objective genitive.

$$
\begin{array}{cl}
\text { xalqu l-'arḍi} & \text { creating the earth } \\
\text { خلت الارل البيت duxūlu l-baytï } & \text { entering the house } \\
\text { ba‘'Au rasūlin } & \text { sending a messenger }
\end{array}
$$

When both the subject and the object occur with a verbal noun, the subject is in construct in the genitive and the object follows in the accusative.
خلق الش الارض xalqu llāhi l-'arḍa

[^20]INTRODUCTION TO KORANIC ARABIC

```
د دخل الرجال البيت duxūlu r-rijāli l-bayta the men's entering the
                house
    ba'Өu l-maliki rasūlan the king's sending a
                messenger
```

29 The Cognate Accusative. One of the most common uses of the verbal noun is as a cognate accusative. This typically Semitic construction gives added emphasis to the verb.

## ذڭ ذakarūllāha ذikran <br> $$
\text { God. }{ }^{1}
$$

When the cognate accusative is modified, it usually translates adverbially.
ذكروا الل ذكرا كثيرا ذakarū llāha ðikran ka甘iran
They recollected God much/ often.
خرج خروج عبد xaraja xurūja 'abdin
He went out servilely. ${ }^{2}$

## Vocabulary

```
VERBS
    خ| 'axa\deltaa 'axð-3 take, seize; take hold (bi- of)
    سال sa'ala su'äl- ask ('an about)
    عبد
```


## NOUNS/ADJECTIVES

اثنان /اثنتان iӨnāni (m), iӨnatāni (f) two; yawmu l-iӨnayni Monday أخر/أخرى/أخر (m), 'uxrā (f), 'uxaru (pl) other
'أحد/إحدى 'ahad- (m), 'ihd $\bar{a}$ (f) one (pronoun, used either with partitive min or with construct, e.g., 'ahadun minhum or 'ahaduhum 'one of them'); (+ neg.) no one, nobody; yawmu l-'ahadi Sunday

[^21]

## OTHERS

6 $m \bar{a}$ that which, what (relative); kullu mā everything that, all that which
in man(i) who? (interrogative pronoun); he who, whoever (relative pronoun); kullu man everyone who, all who
Lu $\operatorname{mimma} \bar{a}=\min +m \bar{a}$
ن $\operatorname{mimman}=\min +\operatorname{man}$

## Exercises

(a) Give the active participle, masc. and fem. sing., def. and indef.:

| 11 | 1 1 | خاف | ه رأى | r | ا اتى |
| :---: | :---: | :---: | :---: | :---: | :---: |
| rr | ا 1 قام | ^ أمر | 1 | ع سأل | r |

(b) Give the passive participle of as many verbs as possible from the list in (a).
(c) Read and translate:
ا ان اليهود أت النبى فسالته عن خلق السوات والارض فقال خلق الل

[^22]r r
(d) Translate into Arabic:

1. He who heard Gabriel's voice was a leader for humankind.
2. I prevented him from going against his people and from sending the messenger to them.
3. On the last day the rich will be ( $k \bar{a} n a$ ) poor because of their disbelief.
4. She is sending to us one of her sons with his daughter.
5. The last of the infidels said to me, "Your religion is not better than our religion, but it is not forbidden here."
6. Did you hear the summoner who called the nation and said, "The day of judgment is coming"?
7. The women are bringing water from the spring.
8. That which they seized was not theirs.
9. This is one of the things seized from the possession of (من عند) the poor.

10 . The mountains are created from the dust of the earth.

## Lesson Twelve

30 Verbal Inflection: Imperfect Indicative. The Arabic imperfect is basically the imperfective, or durative, aspect of the verb for habitual or on-going action and contrasts with the perfect, the perfective or punctual aspect of the verb, which signals actions and changes of state that happen at one temporal point, usually but not necessarily past.
30.1 The imperfect indicative inflection is formed by adding personal prefixes (preformatives) and suffixes (postformatives) to the imperfect base of the verb. The imperfect base may be on any one of the following patterns: (1) $-f^{\prime} a l-$-, (2) $-f^{\prime} u l$-, or (3) $-f^{\prime} i l$-. Whereas the vowel of $\mathrm{C}_{2}$ is not predictable, either from the perfect base or from the radicals, and must be learned as a "principal part" of the verb, the following guidelines are offered:
(1) Verbs of the fa'ala type generally have an imperfect base in $-f^{\prime} u l$ - or $-f^{\prime} i l$-, except verbs whose second or third radical is guttural ( $\left.{ }^{\prime}, ', h, h, x, g\right)$, which tends to produce - $a$ - in the imperfect base, as la'ana gives an imperfect base of $-l^{\prime} a n$ - and ð $a h a b a$ gives an imperfect base of - zhab -.
(2) Verbs of the fa'ila type-with very few exceptions-have imperfect bases in $-f^{\prime} a l$-, as fahima ('understand') gives an imperfect of -fham-.
(3) Verbs of the fa'ula type, all of which are stative or qualitative in meaning, have imperfect bases in -f'ul-, as kabura ('to be/get big') has an imperfect of -kbur-.
30.2 The personal prefixes and suffixes added to the imperfect base are as follows:

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | уа-CCvC-u | $y a-C C v C-\bar{a} n i$ | уа-CCvC-üna |
| f | ta-CCvC-u | ta-CCvC-äni | уа-CCvC-na |
| 2 m | ta-CCvC-u | $t a-C C v C-a ̄ n i$ | ta-CCvC-ūna |
| f | ta-CCvC-ina | ta-CCvC-āni | ta-CCvC-na |
| 1 c | ' $a-C C v C-u$ | - | na-CCvC-u |
| Example: kataba 'write,' imperfect base -ktub-: |  |  |  |
| 3 m | يكت yaktubu | يكتبان yaktubăni | يكتبون yaktubūna |
| f | تكتب taktubu | تكتبان taktubäni | يكتبن yaktubna |
| 2 m | נكتب taktubu | تكتبان taktubāni | تكتبون taktubūna |
| f | تكتبين taktubina | تكتبان taktubāni | تكتبن taktubna |
| 1 c | اكتب 'aktubu | - | نكتب naktubu |

30.3 The negative particle for the imperfect is generally lä prefixed to the verb: lā yaktubu, lā taktubu, \&c.
30.4 Independent uses of the imperfect indicative:
(1) general present: yadxulu"he enters/does enter/is entering."
(2) durative (no specific tense): yaðhabu "he was/is/will be going"
(3) habitual (no specific tense): ya'muru "he orders (as a matter of habit), he will order/will be ordering (habitually)"
(4) simple future: yaktubu "he will write/will be writing,"

Tense for the durative and habitual aspects of the imperfect is usually gained from context, although it may be made explicit by combination with various verbs, especially the perfect of kāna for the past habitual: kāna yaktubu "he used to write."

The affirmative future may be made explicit by prefixing the proclitic sa- or the separate particle sawfa: sa-yaktubu or sawfa yaktubu "he will write, he will be writing." These particles do not occur with the negative (for the negative future explicit see $\S 44.2[2]$ ).
30.5 Dependent uses of the imperfect:
(1) as complement to the subject:

$$
\begin{aligned}
& \text { جاء اهل المدينة يسآلون jä'a'ahlu l-madinati } \\
& \text { yas'alūna } \\
& \text { ذه ذahaba yatlubuhu }
\end{aligned}
$$

(2) as complement to the object:

$$
\begin{array}{r}
\text { wajadtuhum } \\
\text { yábudūna llāha }
\end{array}
$$

I found them worshipping God (habitually).
(3) as circumstantial, usually with wa- + pronoun:

$$
\begin{array}{rc}
\text { ra'aytuhu wa-huwa } & \text { I saw him (while he } \\
\text { yal'anu 'adūwahu } & \text { was) cursing his en }
\end{array}
$$

30.6 Imperfect of $C_{1}{ }^{\prime}$ verbs. Verbs whose first radical is /'/ are regularly inflected in the imperfect, with the exception of the 1 st -person singular, where the expected initial ${ }^{*}$ ' $a$ '- becomes ' $\bar{a}$ - to avoid two adjacent glottal stops.

$$
\begin{aligned}
& \text {, 'axaða>*'a'хиðu } \rightarrow \text { 'āxиðи } \\
& \text { اكل > اكل }
\end{aligned}
$$

30.7 The following is a list of the sound verbs introduced so far, arranged by the characteristic vowel of the second radical in the imperfect:


## Vocabulary

## VERBS

اكل 'akala (u)1'akl- eat, consume
شهد šahida (a) suhūd-/sahādat- bear witness, testify ('alā against); followed by 'inna to introduce direct quotation; followed by 'anna to introduce indirect quotation
صدت sadaqa (u) sidq- tell the truth to (+ acc.), be truthful
علم 'alima (a) 'ilm- know, learn (bi- about); realize
غر ğarra (u) ğurūr-delude, deceive
كذب $k a ð a b a$ (i) kiðb-/kaðib-lie, tell a lie (acc. or 'alā, to someone)
نظر naẓara (u) nazar-look, regard

## NOUNS/ADJECTIVES

```
| 'ahl- pl 'ahālinl'ahlūna people; family; 'ahlu madinatin the people, inhabitants of a city; 'ahlu lkitābi Christians and Jews, people possessed of scripture
شٌams-(f) sun
'ilm- pl 'ulūm- knowledge (bi- of), learning
fäkihat- pl fawākihu fruit
كريَ كر karim- pl kirām-/kuramā'u noble, generous, honorable
نبا/انباء naba'-pl 'ambä'- news
يقين yaqin- certainty; 'ilmu l-yaqini certain knowledge
```

[^23]OTHERS
il 'anna (+ acc.) that (subordinating conjunction, follows verbs of perception; like 'inna, must be followed by noun in the accusative or enclitic pronoun)
س sa- (proclitic + imperfect) particle for the future explicit
sawfa (+ imperfect) particle for the future explicit
lذ ، li-malli-mālli-māðā why?
ماذا mäōā what?

## PROPER NAMES

سبا saba'-Sheba
سليمان sulaymānu Solomon

## Exercises

(a) Give the imperfect of each of the following (retain the number, gender and person):
r
(b) Give the imperfect of each of the following (retain the number, gender and person of the verb; also retain the pronoun object):

(c) Read and translate:

$$
\begin{aligned}
& \text { ا والله يشهد انهم لكاذبون } \\
& \text { r r r ا اهل الكتاب لم تكفرون بآيات الله وانتم تشههدن } \\
& \text { r اولثلك الذين يكذبون على ربهم فمقامهم فى النار } \\
& \text { ع فقال انى لأصدت ولست من الكاذبين وانى أعلم ما لا تعلمون }
\end{aligned}
$$

ه تالوا شهدنا على انغسنا وغرتّنا الحياة الدنيا وشهدوا على انفسهم انهم كانوا كافرين
I قد خلتنا جنات لكم فيها فواكه كثيرة منها تاكلين ليس لنا به علم واله يعلم ونحن لا نعلم ^ 1 وهزلاء هم الذين يعلم الله ما نى تلربهم

9 1 سالعنهم لسوالهم عن ذلك ال الم تعبد ما لا يسع 11 11 كان النبى يامر أهله بالصلاة rir
(d) Translate into Arabic:

1. You deceived us with ( $b i$-) your lying.
2. On that great day hell will consume them all.
3. I will not testify against her, she being truthful.
4. The inhabitants of the city have certain knowledge that one of them took the fruits from their garden.
5. We asked the other woman from where she heard this news.
6. The angels will seize those who disbelieved and put their souls in hell.
7. I shall write a book for my sons, and in it I shall put all of my knowledge.
8. I do not eat from that which those eat.
9. The king takes everything from his people.
10. We looked and saw him prostrate (use participle) in the dust of the earth.
11. Thus it is written: an eye for an eye, and a tooth for a tooth.

Reading Selection: Șürat al-Naml (27): 22-30, with slight modification.

## Solomon and Sheba

$$
\begin{aligned}
& \text { [قال الهدهد1¹ لسليمان] جئتك من سبا بنبا يقينٍ }
\end{aligned}
$$

$$
\begin{aligned}
& \text { وجدتُها وقومَها يسجدون للشمس من دون } \\
& \text { لا يسجدون له الذى ... يعلم [كل شىءا } \\
& \text { قال [سليمان] سننظر اهصدقت آم5 كنت من الكاذبين (rv) } \\
& \text { اذهب7 بكتابى هذا ... فانظر6 ماذا [ينعلون] (ra) }
\end{aligned}
$$

$$
\begin{aligned}
& \text { إنه من سليمان وإنه باسم الله الرحمن الرحيم (r.) }
\end{aligned}
$$

[^24]
## Lesson Thirteen

31 The Five Nouns. There are five nouns in Arabic that behave in an unusual way when they are first members of a construct. Instead of the normal short case-ending vowel, these five nouns show the caseending as long. Of the five, ' $a b$ - ('father'), ' $a x$ - ('brother'), and ham-('father-in-law') behave as regular nouns when not in construct. The fourth, $\partial \bar{u}$ ('possessed of/possessing'), occurs only as first member of a construct and has no indefinite form at all. The fifth, fam- ('mouth'), is a regular noun when not in construct but becomes $f \bar{u}-$ (nom.) when in construct. The double hyphen (=) indicates forms that occur only as first member of a construct:

|  | NOMINATIVE | GENTTIVE | ACCUSATIVE |
| :---: | :---: | :---: | :---: |
| ا'ab- | ابو ' $a b \bar{u}=$ | با ${ }^{\prime}$ 'abi= | $\mathrm{l}^{\text {¢ }}$ ' $a b \bar{a}=$ |
| $\dot{\tau}^{\prime}$ 'ax- |  | 'axi= | ا ' ${ }^{\text {axa }}=$ |
| - ham- | حمو hamū= | حمى hami= | ح hamä= |
| ¢ ${ }_{\text {¢ }} \mathrm{u}=$ | ; $\mathrm{z}^{\text {u }}=$ | ى ${ }^{\text {s }} \mathrm{i}=$ | l' $\mathrm{b}^{\text {a }}=$ |
| فم fam- | فو $f \bar{u}=$ | ف $f=$ | ف $f a \bar{a}=$ |

The addition of the 1st-sing. possessive enclitic to the first three nouns results in regular forms based on the indefinite: 'abi "my father," 'axi "my brother," \&c. With other pronominal enclitics the construct forms given above are used: 'abūhul' $a b i h i /$ ' $a b a \bar{a} h u$ "his father," \&c. Fiya serves as "my mouth" for all cases. The word $\partial \bar{u}$ does not take pronominal enclitics. With pronominals both fam- and the construct forms are used: فهـ famuhulfamihil famahu and فوه fühu, في fihi and فاه fāhu.

32 Imru'un. The noun imru'- ('man, male human being'), like its feminine counterpart imra'at-, begins with elidible alif. The declensional peculiarity of this noun lies in the fact that the vowel after the $r$ harmonizes with the declensional vowel in all three cases. This is turn affects the bearer of the hamza (see Appendix G).

|  | Indefinite | definite |
| :---: | :---: | :---: |
| NOM. | امرو imru'un | امرو imru'u |
| GEN. | (اmimri'in | \| امرئ ${ }_{\text {\| }}^{\text {\|mri'i }}$ |
| ACC. | امرا imra'an | \|مرأ imra'a |

33 Exception. The common particle of exception is 'illā. When it occurs in a negative clause to mean "(no one, nothing) but/except," it does not affect the case of the following noun. That is, the syntax remains as it would be if both the negative and 'illä were removed.


The particle 'illā is commonly followed by a purpose clause or prepositional phrase.

> bi-‘ibādati llāhi
> (to do anything) except to worship God. ${ }^{1}$

In affirmative sentences, 'illā takes the accusative.
فام القوم الا رجلاً واحدأ qāma l-qawmu 'illā

## The people stood up-all but one

 man.[^25]34 Categoric Negation. The negative particle $l \bar{a}$ followed by an indefinite noun with a definite accusative ending (-a) gives the sense of total negation of the category to which the noun belongs. ${ }^{1}$ This construction is the negation of the predication of existence (§5).

$$
\begin{aligned}
& \text { لا } \operatorname{l} \text { lā } n a b a^{\prime} \underline{a} \text { lanā } \\
& \text { (There is) no news to } \\
& \text { us (we have no } \\
& \text { news). } \\
& \text { لا رجال فى المدينة } \\
& \text { There are no men in } \\
& \text { the city. }
\end{aligned}
$$

The categoric negative $l \bar{a}$ is often found in combination with 'illä.

# لا lā'ilāha'illā llāhu 

There is no god but God (the only god there is is God).

## Vocabulary

VERB
وهب wahaba give
NOUNS
' ابر/Tباء tor; dual 'abawāni parents
ابتى 'abatī (anomalous form) "my dear father"
' اخْاخوة ، اخوان $\quad$ 'ax- pl 'ixwat-/'ixwān- (construct nom. 'axū=, dual 'axawäni) brother
'uxt- pl 'axawāt-sister
الله/آلهة 'iläh-pl'älihat-god, deity
(الولو الامر
'امر imru' - (no plural) man, male (with the definite article, sal-mar'-)

[^26]g $\delta \bar{u}=1$ possessor of, owner of صنم/اصنام sanam-pl'aṣnām-idol

OTHERS
ol 'in not (invariable negative particle)
il 'illā except, except for (particle of exception)
il 'allä = 'an + lä that...not, that...no
, 1 'aw(i) or
ب. bal(i) on the contrary, but rather
do hal(i) interrogative particle

## PROPER NAMES

hārūnu Aaron
فرعون fir'awnu Pharaoh
مصر miṣu (f) Egypt

## Exercises

(a) Read and translate:

$$
\begin{aligned}
& \text { ا مات المرء ولا ولد له فاكل اخوته كل ما كان عنده }
\end{aligned}
$$

$$
\begin{aligned}
& \text { r با اخت هرون ، ها كان ابوك امرأ سوء } 2
\end{aligned}
$$

[^27]\[

$$
\begin{aligned}
& \text { ع ان هو الا كاذب غَرْنا بقوله الكاذب } \\
& \text { ه يا ابانا الذى فى السهوات ... }
\end{aligned}
$$
\]

و اشهد الا اله الا الش واشهد ان محمدا رسول اله اله v


 I ال كان هرن اخا موسى وكان لهما اخت اسها مريم
 فاخذته من المياه وكان ابئاً لها
(b) Translate into Arabic:

1. After that Moses left the land of Egypt and went to another land.
2. The news has come to us today that many of $(\mathrm{min})$ the inhabitants of the city have died.
3. Did you lie to us when you testified against your brother?
4. There is no pious one except him who worships God with (bi-) all his heart and with certain knowledge.
5. There is no fruit in my father's garden, so we will eat but little tonight.
6. He, his father and brother all rose for the prayer, and afterwards they came to our house.

## Lesson Fourteen

35 Doubled Verbs: Imperfect Indicative. Doubled verbs in the imperfect inflection combine $C_{2}$ and $C_{3}$, throwing the vowel of $C_{2}$ back onto $\mathrm{C}_{1}$ in all persons except the feminine plural forms, the only imperfect suffixes that begin with consonants. Example: dalla "to guide" > *yadlulu $\rightarrow$ yadullu.

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | يدل yadullu | يدلاّن | يدلّون yadullūna |
| f | تدل tadullu | تدلآلن | يدللن yadlulna |
| 2 m | تدلْ tadullu | كا تدلاّن | تدلّون tadullūna |
| f | تدلِّين tadullina | تدلآن | تدللن tadlulna |
| 1 c | 'ادل 'adullu | - - | ندل nadullu |

36 Elative Pattern: 'AF'ALU.
36.1 The patterns for the elatives, which are formed from adjectives and $f a{ }^{\prime}$ 'il- participles, are as follows:

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| masc. | افعل 'af'alu | افعلا 'af'aläni | (1) 'af'alūna |
|  |  |  | (2)'afā'ilu |
| fem. | فعلى fu'là | فعليا fu'layāni | (1) fu'layāt- |
|  |  |  | فعل (2) fu'al- |

From an adjective like kabir-, the elatives are:

36.2 Patterns for weak radicals.
(1) $\mathrm{C}_{2} y$ roots become fūlā in the feminine singular fu'lā pattern:

$$
\text { tayyib }->\text { tū } \bar{a} \quad \text { more pleasant }
$$

All other $\mathrm{C}_{2} y$ forms are regular. All $\mathrm{C}_{2} w$ forms are perfectly regular.
(2) $\mathrm{C}_{3} w / y$ roots become ' $\mathrm{AF}^{\prime} \bar{A}$ with alif maqsūra in the 'AF'ALU pattern.

$$
\text { 'alīy-> 'a'lā } \quad \text { higher }
$$

The feminine singular $F U^{‘} L \bar{A}$ pattern becomes $F U^{`} Y \bar{A}$, with $y$ for $C_{3}$.

$$
\begin{array}{ll}
\text { 'alīy-> 'ulyā } & \text { higher } \\
\text { danily->dunyā } & \text { lower }
\end{array}
$$

Note that $\mathrm{FU}^{‘} \mathrm{YA}$ is spelled with tall alif, not alif maqșūra. The formative principle is that alif maqsūra may not follow the letter yäd.
(3) The broken plural patterns 'AFA'ILU and FU'AL- become 'AFĀ'IN and FU'Ā with collapse of C3. Thus, اعال اعلى 'a 'a ${ }^{\prime}$ 'älin (a diptote pattern, see §27.2, note 1 for declension), and عليا 'ulyā > على ' 'ulā.
(4) Doubled roots geminate $C_{2}$ and $C_{3}$ and throw the vowel back onto $\mathrm{C}_{1}$ in the 'AF'ALU pattern as 'AFALLU (i.e., *' aflalu $\rightarrow$ 'afallu).
jadid-> 'ajaddu newer

All other patterns from doubled roots are regularly formed.
36.3 Comparative Usages. As an adjective in the comparative degree, the masculine singular elative form is used regardless of the gen-
der and number of the referent. When the preposition for "than," min, occurs, the elative is explicitly comparative.

$$
\begin{array}{ll}
\text { I ana'a'lamu minka } & \begin{array}{l}
\text { I am more learned } \\
\text { than you. }
\end{array} \\
\text { ها اعلم منك hiya 'akramu minhu } & \text { She is more generous } \\
\text { than he. }
\end{array}
$$

When the elative form occurs as an indefinite predicate adjective without a min-comparison, there is no essential difference between the comparative and superlative degrees. Such an elative should generally be considered emphatic or superlative in meaning.

| الله اكبر allāhu'akbaru | God is greatest/very |
| :---: | :---: |
| great. |  |
| allāhu 'a'lamu | God knows best/ |
|  | most/is all knowing. |

Only when the preposition min accompanies the elative is it explicitly comparative.
36.4 Superlative Usages. A definite elative is explicitly superlative. The superlative may be an attributive or predicative, and in both cases it agrees in number and gender with the noun it modifies.

| انا وبكم الاعلى |  | I am your highest lord. |
| :---: | :---: | :---: |
| لدد راى من آيات ربه | la-qad ra'ā min 'āyāti rabbihi l-kubrā | He saw some of his lord's greatest signs. |
|  | samāwäti l-‘ulä | He created the earth and the highest heavens. |
| هى العليا | ‘ulyā | God's word is the highest. |
| هم الاكرمن | humu l-'akramūna | They are the noblest. |

The elative, generally the maculine singular form, ${ }^{1}$ may also be in construct with a definite plural noun or pronoun (or noun or pronoun that indicates plurality, although the form may not be plural) for a superlative.

$$
\begin{aligned}
& \text { اقوى الرجال 'aqwā r-rijāli } \\
& \text {. اكرم النساء 'akramu n-nisä'i } \\
& \text { اكثرهم } \\
& \text { اكبر اولاده 'akbaru'awlādihi }
\end{aligned}
$$

the strongest of the men
the noblest of women most of them
the eldest of his children

Superlatives are also made by placing the masculine singular elative in construct with an indefinite singular noun.

| اقوى رجل 'aqwā rajulin | the strongest man |
| :--- | :--- |
| اكرم امراء 'akramu mra'atin | the noblest woman |
| اكبر ولد لakbaru waladin lahu | his eldest child (the |
|  |  |
|  | eldest child of his) |

Note that the noun in this construction is grammatically indefinite; therefore, when it is the antecedent of a relative clause, the asyndetic-type clause (see $\S 21.3$ ) is used.

$$
\begin{array}{cc}
\text { 'aqwä rajulin } & \text { the strongest man I } \\
\text { ra'aytuhu } & \text { (ever) saw }
\end{array}
$$

36.5 Two suppletion forms should be mentioned here: xayr- "good" and sarr- "evil." These two are nouns, not adjectives, and hence do not agree adjectivally. When followed by min they are used for "better" and "worse."

$$
\begin{array}{cl}
\text { 'ana xayrun minhu } & \text { I am better than he is. } \\
\text { هم شر منكر hum šarrun minkum } & \text { They are worse than } \\
\text { هنر you. }
\end{array}
$$

When followed in construct by the indefinite singular or the definite plural, xayr- and šarr- are superlative in meaning.

```
kuntum xayra qawmin You were the best na- tion. liever.
```

36.6 The accusative of respect/specification. A noun in the indefinite accusative case follows the elative form to indicate the basis of comparison, or in what respect a thing is comparative or superlative. This construction is extensively used in combination with the elatives 'ašaddu ('stronger'), 'akӨaru ('more'), and 'aqallu ('less') for the comparative and superlative of words that either cannot or idiomatically do not occur in the elative pattern.

| كانوا اشدْ منكم توةً | kānū' 'asadda minkum quwwatan | They were mightier ("stronger in might") than you were. |
| :---: | :---: | :---: |
| اكا اكثر منل مالاً | 'ana 'akӨaru minka mālan | I have more wealth ("more with respect to wealth") than you. |
| هى اكثرهم علماً | hiya'akӨaruhum 'ilman | She is the most knowledgeable ("most in knowledge") of them. |
| رو اقلّ منها صدقاّ | huwa 'aqallu minhā sidqan | He is less truthful ("less with respect to truth") than she. |

## Vocabulary

VERBS
فر farra (i) firär-flee
ر marra (u) murūr-pass ('alā over), (bi-by)
ضل dalla (i) ḍalall(at)- go astray, get lost
NOUNS
taqìy- pl 'atqiyä'u devout, God-fearing
شديد/اشداءَ צاء צadid- pl 'ašiddä'u forceful, violent

[^28]شُ $\begin{aligned} & \text { شarr- evil, bad(ness); (+ min) worse than; (+ con- }\end{aligned}$ struct) worst
عدد/اعداد
quwwat- pl quwan strength, force, might
قوى/اقرياء qawiy-pl 'aqwiya'u strong, powerful
مال/|موال māl-pl'amwāl- property, possession, wealth
ناس nās- (pl, no singular) people

## Exercises

(a) Read and translate:

| , آية اله العظمى | ه اغنى الاغنياء | ا 1 اصغر المدن. |
| :---: | :---: | :---: |
| - 11 هو اكبر منى سنا | Y هم اكثر منكم علها | r r اقلّهم |
| 11 | v | r ا |
| r ir اشدّ قومنا كفرا | ^ المرأ العليا هعاها | ع الاكثرون الا |

(b) Give the Arabic:

| 1. the most noble kings | 6. the highest heavens |
| :--- | :--- |
| 2. the nearest city | 7. the poorest woman |
| 3. newer than that | 8. the strongest men |
| 4. fewer in number | 9. less strong than them |
| 5. the biggest city | 10. the most devout believer |

(c) Read and translate:
ا انه لقول رسول كريم ذى قوة
r r r r r
r
ع ان العدر اقلّ منا عدداً

ه لَخلق السموات والارض اكبر من خلّ الناس ولكن اكثر الناس لا يعلمون r ابوكم ذو مال كثير وان اكرم ثومه واصلحهم v قد راينا من آيات الش العظمى فدعونا الناس ولكنهم شر قوم ^ قال الل لقد خلقنا الانسان ونحن اقرب اليه من حبل الوريد1
، ان اكرمكم عند الش اتقاكم
(d) Translate into Arabic:

1. My daughter is younger than my two sons.
2. Why do you flee from those men, who are ("they being," circumstantial) God's devout servants.
3. My brother is more powerful than those who are possessed of much might.
4. When I passed by his father's house, I saw the two of them bowing down (use participle) before an idol.
5. Moses and his people fled from the land after the passage of the angel of God over the houses of Egypt.
6. His sister is more learned [do two ways] than his brother.
7. My sisters have much property, but my brothers have more than they do.
8. Most of the people will go astray (future explicit), and there is no one for leading them aright.
9. Before today you have not mentioned what you saw in the mountains.
10. Pharaoh considered himself the greatest god of Egypt.
[^29]
## Lesson Fifteen

37 Imperfect Indicative: $\mathrm{C}_{2}$ w/y Verbs. Verbs whose middle radical is $w$ or $y$ show the weakness in the imperfect with the long vowel corresponding to the original weak radical, i.e., $-\bar{u}$ - for $w$, and $-i$ for $y$. Example: $\sqrt{ }$ QWM $>{ }^{*}$ yaqwumu $\rightarrow$ yaqūmu.

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | يقوم yaqūmu | يقوما yaqūmāni | يقومون yaqūmūna |
| f | تقوم taqūmu | تقومان taqūmāni | يقّ yaqumna |
| 2 m | تقوم taqūmu | تقومان taqūmāni | تُومون taqūmūna |
| f | تقومين taqūmina | تقومان taqūmāni | تقهن taqumna |
| 1 c | اقوم 'aqūmu | - - | نقوم naqūmu |

The only forms that require special attention are the feminine plurals, where the long vowel has been shortened to accommodate the addition of the consonant-initial ending (*yaqūm $+n a \rightarrow$ yaqumna).
37.1 A few $\mathrm{C}_{2} w$ verbs, such as nāma 'to sleep' and $x a \bar{f} a$ 'to fear,' with underlying imperfects in *yafwalu have $-\bar{a}$ - as the vowel of the imperfect, shortened to $-a$ - in the feminine plurals.

| 3 m | ينام yanāmu | ينامان yanāmāni | ينامون yanāmūna |
| :---: | :---: | :---: | :---: |
| f | تنام | تناهن tanāmāni | ينّن yanamna, |

$\& c$.
37.2 Almost all $\mathrm{C}_{2} y$ verbs show $-\bar{i}$ - as the vowel of the imperfect, with shortening to $-i$ - in the feminine plurals, as $\sqrt{\text { SYR }}$ sära:
3 m
يسير yasiru
يسيران yasirāni
يسيرون yasirūna
f تسير tasiru تسيران tasirāni يسرن yasirna
38 Cardinal Numbers: 1-10. The cardinal numbers from one to ten are:

| , wāhid-one | س ست sitt-six |
| :---: | :---: |
| اثنان iӨnāni two | سبع $\operatorname{sab}$ '-seven |
| ( $\theta$ ثلاث (ثلث) | ثمانِ ثamānin eight |
| اربع 'arba'- four | تسع tis'-nine |
| خسm xams-five | عر |

## REMARKS:

(1) The number 'one,' wähid(at)-, functions as a regular adjective:

$$
\begin{array}{ll}
\text { ولد , waladun wähidun } & \text { one child } \\
\text { بنت واحدة bintun wāḥidatun } & \text { one girl }
\end{array}
$$

(2) The number 'two,' as a pronoun or when needed to emphasize the dual-which is all that is normally necessary for 'two'-also functions as a regular dual adjective.

$$
\begin{array}{ll}
\text { ولدان اثننان waladāni Өnāni } & \text { two children (nom.) } \\
\text { ولدين waladayni Өnayni } & \text { two children (obl.) } \\
\text { اثنتين bintāni } \text { Өnatāni } & \text { two girls (nom.) } \\
\text { بنتين اثنتين bintayni Өnatayni } & \text { two girls (obl.) }
\end{array}
$$

(3) The number 'eight,' $\theta a m a ̄ n i n$, is inflected like hādin (see §27.2).
(4) The numbers from three through ten exhibit a phenomenon called chiastic concord: if the singular of the noun being counted is masculine, the number appears feminine with $t \vec{a}$ marbüta; if the singular is feminine, the number appears masculine with no $t \vec{a}{ }^{\prime}$ marbüta. The numbers from three through ten form constructs with the genitive plural of the noun counted.

$$
\text { ثلاثة بيوت } \text { OalāӨatu buyūtin three houses }
$$

The singular of buyūt-, bayt-, is masculine, hence a feminine-appearing number with the plural.

```
* OaläOu mudunin three cities
```

The singular of mudun－，madinat－，is feminine，hence a masculine－ap－ pearing number．

The following chart gives the numbers from one through ten using the examples walad－for a masculine singular and bint－for a feminine singular．

| SINGULAR MASCULINE | SINGULAR FEMININE |
| :---: | :---: |
| ，walad－wāhid－ | بنت bint－wāhidat－ |
| ，waladāni Onāni（nom） | بنتّان اثنتان bintäni Өnatāni |
| ثلاثة اولاد | ＇كلاث بنات OalāOu banātin |
| اربعة اولاد | ＇arba＇ |
| خـسة اولاد | －xamsu banātin |
| sittatu＇awlädin | tu banätin |
| سبعة اولاد | 俍 |
| ثمانية اولاد ثamäniyatu＇awlädin |  |
| تسعة اولاد | تسع بنا |
| 俍＇asaratu＇awlädin | ＇ašru banãtin |

Note especially the masculine and feminine forms of＇ten．＇
38．1 For the definite，（1）the number may follow the definite noun adjectivally but still with chiastic agreement，or（2）the article may be put on the noun，or（3）the article may be on both the noun and the number．

$$
\begin{aligned}
& \text { al-mudunu s-sittu } \\
& \text { المدن المت } \operatorname{littu~l-muduni~} \\
& \text { الست المدن } \begin{array}{l}
\text { as-sittu l-muduni }
\end{array} \text { the six cities }
\end{aligned}
$$

## Vocabulary

VERBS
خاف xäfa（xif－）（ $\bar{a}$ ）xawf－fear，be afraid（ + acc．or $\min$ of）， （＇alā for，on behalf of）

سار sāra（ì）sayr－travel，set out，depart
ظلم zalama（i）zulm－wrong，treat unjustly，oppress
عـل＇amila（a）＇amal－do，perform
نام
NOUNS
صالحات sālihāāt－good works，good deeds
ظلم
عالم／عوالم، عالمن＇älam－pl＇awälimul－ūna world，pl．universe
عذاب／اعذبة＇aðäb－pl＇a＇áibat－torment
عمل／اعمال＇amal－pl＇a＇māl－deed，job，chore，work
مثل／امثال miel－pl＇amөäl－likeness，similarity；mi日la（＋gen．） like（preposition）

## CONJUNCTION

يوم yawma（＋verb）on the day when

## Exercises

（a）Give the Arabic for the following：

| 1．in five cities | 5．in two houses | 9．ten books |
| :--- | :--- | :--- |
| 2．eight men | 6．three prophets | 10．one son |
| 3．from two gardens | 7．six days | 11．seven heavens |
| 4．one woman | 8．for eight girls | 12．ten fingers |

（b）Read and translate：
ا ان النوم اخو الموت ولا يموت اهل الجنة
r يوم تسير الجبال سيراً ليخانون كلهٌ
r ان نساء تومنا لا يخفن من العدو شينًا
ع بعثنا اليكم اثنين يقومان بمنعكم من الظلم

ه لابينا اربعة ابناء وثلاث بنات ول كذللك الـا
 v انكم لتقولون تولا عظيها
^ 1 ولا اقول لكم عندى خزائن² اله ولا اعلم الغيب1 ولا أقول لكم انى مكلك 1 انى اخاف عليكم عذاب يوم عظيم³

- . ال ومن يعل من الصالحات وهو مؤمن فلا يخاف ظلماً I ال الل الذى خلت سبع سموات ومن الارض مثلهن الن اله الا يظلم الناس شيئاً ولكن الناس انفسه يظلهون
(c) Translate into Arabic:

1. On that nearby day (the) man will flee from his brother and father.
2. The angel of death, from whom you ( m pl ) flee, will pass over those who are more powerful than you.
3. God made only one heart in the children of Adam, and in it he placed the spirit.
4. When I called them, they put their fingers in their ears, for they were not God-fearing.
5. Humankind is a noble creation.
6. We mentioned to the king that the enemy sent a large number of ( min ) their violent ones, who seized our possessions.
7. When you went astray I sent a messenger to you, and he led you aright.
8. Is one religion better than two?
9. I ordered him to depart, but he did nothing.
[^30]
## Lesson Sixteen

39 Imperfect Indicative Inflection: $\mathbf{C}_{3} w / y$ Verbs. Weakness ( $w$ or $y$ ) in the third radical consonant $\left(\mathrm{C}_{3}\right)$ appears in the imperfect indicative as (1) $-\bar{a},(2)-i$, or (3) $-\bar{u}$. In no case does the normal $-u$ ending of the indicative show up.
39.1 Imperfect in $-\bar{a}$. Example laqiya $\left(\sqrt{ }{ }_{L Q Y}\right)>$ imperfect yalqā :

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | يلقى yalqā | يلقيان yalqayāni | يلقون yalqawna |
| f | تلقى talqā | تلقيان talqayāni | يلقين yalqayna |
| 2 m | تلقى talqā | تلّقيان talqayãni | تلتقن talqawna |
| f | تلقين talqayna | تلقيان talqayāni | تلقين talqayna |
| 1 c | 'القى 'alqā | - - | نلقى nalqā |

(1) The alif maqsūra becomes consonantal $-y$ - in the dual and feminine plurals.
(2) The masc. pl. ending -ūna becomes -wna to form a diphthong (*-ayüna $[=$ ayuwna $] \rightarrow-a w n a$, with loss of weak $-y u-)$.
(3) The 2rd fem. sing. undergoes a similar diphthongization $\left(^{*}\right.$-ayina $[=$ ayiyna $] \rightarrow$-ayna, with loss of weak -yi-).
(4) The $-a$-vowel of $\mathrm{C}_{2}$ remains stable throughout.
39.2 Imperfect in $-\bar{i}$. Example $\operatorname{rama} \bar{a}\left({ }^{\prime} R M Y\right)>$ imperfect yarmí:

| $\mathbf{f}$ | يرمى yarmi ترمى tarmi | يرميان yarmiyāni ترميان tarmiyāni | يرمون yarmüna يرمين yarminna |
| :---: | :---: | :---: | :---: |
| 2 m | ترىى tarmi | ترميان tarmiyāni | ترمون tarmüna |
| f | ترمين tarmina | ترميان tarmiyāni | ترمين tarmina |
| 1 c | ارمى 'armi |  | ( |

REMARKS:
(1) The vowel -i- splits into its component parts as -iy-with the dual endings.
(2) The 2nd fem. sing. *-iyina becomes -ina with internal collapse (*-iyina $[=-$-iyiyna $] \rightarrow-i y n a$, -ina).
(3) Masc. pl. forms in *-iyūna suffer a familiar collapse to -ūna (see §27.2).
Inflected like ramā are 'atā/ya'ti and hadā/yahdi.
39.3 Imperfect in $-\bar{u}$. Example $d a^{\prime} \bar{a}\left(\sqrt{ } D^{\prime} W\right)>$ imperfect $y a d^{\prime} \bar{u}$ :

| 3 m | يدعو yad'ū | يدعوان yad'uwāni | يدعن yad'ūn |
| :---: | :---: | :---: | :---: |
| f | تدعو tad'ü | تدعوان tad'uwāni | يدعون yad'üna |
| 2 m | تدعو ${ }^{\text {tad }}$ | צدعران tad'uwāni | تدعون tad'üna |
| f | دtad'ina | تدعران tad'uwāni | 'tad'ūna |
| 1 c | ادعو 'ad'ü |  | ندعو nad'ü |

REMARKS:
(1) The vowel $-\bar{u}$ - splits into $-u w$ - with the dual endings.
(2) The 2nd fem. sing. *-uwina collapses to -ina.
(3) The masc. pl. *-uwūna collapses to -ūna.

Inflected like da'ā is 'afä/ya'fū.
40 Common Broken Plural Patterns. Although no hard and fast rules can be given for what broken plural pattern or patterns will emerge from a given singular, a few general observations can be made on the FA'LL- and FA ${ }^{\prime}$ IL- patterns.
40.1 The FA'IL- pattern:
(1) FA'IL- as a noun pattern (not adjectival) generally produces a diptote plural pattern FU'ALA'U:

|  | partner |
| :---: | :---: |
|  | learned (person) |
| فقير > faqir-> fuqarā'u | poor (person) |
| كريم < كرماء karim-> kuramã’u | noble (person) |

(2) FA'IL- as an adjectival pattern usually gives a plural on the pattern Fi'AL-:

$$
\begin{aligned}
& \text { kabir->kibār- big, great } \\
& \text { karim-> kiräm- noble } \\
& \text { small }
\end{aligned}
$$

(2a) The subgroup of $\mathrm{FA}^{\prime} \mathrm{IL}$ - for $\mathrm{C}_{3} w / y$ nouns and adjectives ( $\mathrm{FA}{ }^{‘} \mathrm{IY}-$ ) gives a diptote plural on the pattern ' $\mathrm{AF}^{6}{ }^{6} Y \mathrm{~A}^{\prime} \mathrm{U}$ :

$$
\begin{aligned}
& \text { nabìy-> 'ambiyä’u prophet } \\
& \text { ğanity-> 'ağniyà'u rich } \\
& \text { qawiy->'aqwiyä'u strong }
\end{aligned}
$$

(2b) The subgroup of FA'IL- for doubled roots (FALIL-) gives a diptote plural on the pattern 'AFILLA'U:

```
 \radid-> 'aŠiddä'u mighty
\ habib-> >'ahibbä'u beloved
```

40.2 FA ' LL - as a concrete noun-not with participial force-commonly gives a plural on the pattern $\mathrm{FU}^{\text {" }} \mathrm{A} \mathrm{L}-$-, with an alternate on FA'ALAT-. Although both plurals are potential, only one of the two may be in actual or common use.

| SINGULAR | PLURALI | PLURALII |
| :---: | :---: | :---: |
| كاتب kātib- 'scribe' > | كتا kuttäb- | كتبة katabat- |
| حاكم hākim- 'ruler'> | حكام hukkäm- | (حك\% hakamat-) |
| m- 'tyrant' > | ظلام zullàm- | ظلalamat- |
| كا $k$ käfir- 'infidel'> | كغار kuffär- | كفرة kafarat- |

$$
\begin{aligned}
& \text { عمال 'ummāl- عملة 'amall- 'agent'> }
\end{aligned}
$$

An important subgroup of this type for $\mathrm{C}_{3} w / y$ nouns is $\mathrm{FA}^{\top}$ IN (see §27.2 for inflection), with a plural on the pattern FU'ĀT-.


See Appendix A for all plural patterns that occur in this book.

## Vocabulary

verbs
بنى banā (i) bina' ${ }^{\prime}$-/bunyän-build
درى darā (i) dirāyat-know, comprehend something (acc.); be aware (bi- of)
رضى radiya ( $\bar{a}$ ) ridwān-Iridan ( ${ }^{2} D W$ ) find something (acc.) acceptable; be pleased/content ('an with) شاء/يشاء

ضر darra (u) darar-injure, harm
عمى 'aṣā (i) ma'ṣiyat-/'işyān-disobey
laqiya ( $\bar{a}$ ) liqa $\vec{a}^{\prime}$ - meet, encounter
nasiya (ā) nisyān-/nasy-forget
NOUNS

> ايـان 'imān-faith, believing (bi- in)
> ; zakät-alms, almsgiving
> نور/انوار $n u \bar{r}$ - pl 'anwār- light

OTHERS
$|ذ|$ 'i $\bar{\partial} \bar{a}$ (+ perfect verb) when
'in if
$ى^{\prime}$ 'ayy-(+ construct with indef. sing. or def. pl.) which?, what kind of?

## PROPER NAMES

'isrāilu Israel
اسمعيل 'ismā'ilu Ishmael

## Exercises

(a) Vocalize, read and translate:

(b) Read and translate, then give the imperfect in the same person and number:

(c) Read and translate:

$$
\begin{aligned}
& \text { ا ان اسمعيل مذكور فى الكتاب وكان رسولاً نبياً وكان يامر اهلد بالصلاة }
\end{aligned}
$$

$$
\begin{aligned}
& \text { ع الدنيا والآخرة ضرتان³ فبقدر ما² ترضى احداهـا } \\
& \text { ه ان سالتم من خلت السوات والارض ليقرليون خلتهن الل } \\
& \text { r تنام عيناى ولا ينام قلبى } \\
& \text { v } \\
& \text { ^ واذ جعل السامرى عجلًّ لبنى اسرئيل قال هذا الهكم واله موسى فعبدوه } \\
& \text { ونسوا الش }
\end{aligned}
$$

[^31]```
1 فاذا جاء موسى تال يا هرون ما منعل اذ رايتهم ضلوا الا تتبعنى1
    -1 ايهدى الشاء لنوره من يشاء
    11 انى اخاف، ان عصيت ريى، عذاب يوم عظيم
```

(d) Translate into Arabic:

1. We arose and travelled and did not sleep while travelling [use circumstantial + active participle].
2. We are rich, and they are poor; but we have not oppressed them.
3. I saw a light in the house, but when I looked (in) I did not see anyone.
4. They do ('amila) good works,' ${ }^{2}$ and that is better for them than tyranny.
5. When the Children of Israel disobeyed Moses and forgot their faith, he cursed them violently (see §29).
6. Have you ever heard the likes of this?
7. I do not know which of the unbelievers is the most disobedient (§36.6).

Reading Selection: Sūrat al-Shu'arä' (26): 70-78
,

## Abraham and the Idols

$$
\begin{aligned}
& \text { اذ قال ابرهيم لأبيه وقوهه ما تعبدون (.) } \\
& \text { (v) قالوا نعبد اصناماً } \\
& \text { قال هل يسععونكم اذ تدعون (VY) } \\
& \text { او ينغعونكم3 ار يضرّن } \\
& \text { قالوا بل وجدنا آباءنا كذلك ينعلون (v\&) } \\
& \text { قال أفرأيتم ما كنتم تعبدن (va) }
\end{aligned}
$$

[^32]\[

$$
\begin{aligned}
& \text { انتم واباؤكم الاقدمون1 (v7) } \\
& \text { فإنهم عدو لى الا رب العالمين (vv) } \\
& \text { (VA) الذى (V) }
\end{aligned}
$$
\]

## Lesson Seventeen

## 41 Imperfect Indicative: $\mathrm{C}_{1} w$ and $\mathrm{C}_{2} w \mathrm{C}_{3} y$ Verbs.

41.1 $\mathrm{C}_{1} w$ verbs, which exhibit no peculiarity of inflection in the perfect, drop the initial $w$ altogether in the imperfect. Otherwise the inflection is absolutely regular. An example is wajada ( ${ }^{W} W J D$ ) $>$ imperfect yajidu:

|  | SINGULAR | DUAL | PLURAL |
| ---: | :---: | :---: | :---: |
| 3 m | يجد yajidu | يجدن yajidāni | يجدن tajidu |
| f تجدن tajidāna | يجدن yajidna \&c. |  |  |

The doubled verb wadda 'to wish' does not drop the initial $w$ in the imperfect but forms a regular paradigm on the pattern of doubled verbs (yawaddu, tawaddu, \&c.).

A verb like waqā ( $\sqrt{W} W Y$ ), imperfect yaqi 'ward off' combines the predictable loss of the initial $w$-radical common to $\mathrm{C}_{1} w$ verbs and the inflectional patterns of a $\mathrm{C}_{3} y$ verb:

| 3 m | يتى yaqi | يقيان yaqiyäni | يقون yaqūna |
| :---: | :---: | :---: | :---: |
| f | تق taqi | تقيان taqiyãni | يقين yaqina \&c. |

41.1 The so-called doubly weak verbs, i.e., whose second radical is $w$ and third $y$ (as $\sqrt{ } R W Y$ ), are not doubly weak at all. The $\mathrm{C}_{2} w$ functions throughout the inflection as a regular "sound" consonant, and the inflection follows that of $\mathrm{C}_{3} w / y$ verbs. Example: rawä $(\sqrt{V} W Y)>y a r w \bar{u}$ "to relate, tell."
3 m يروى yarwi yarwiyāni يرويان yarwūna

| f تروى tarwì | ترويان tarwiyāni | يروين yarwina \&c. |
| :---: | :---: | :---: |
| active part. | , rāwin |  |
| passive part. | , marwīy- |  |

42 Ra'a. The common verb ra' $\bar{a}$ 'to see,' which is regularly inflected as a $\mathrm{C}_{3} y$ verb in the perfect, has an anomalous imperfect. From the expected *yar' $\bar{a}$, the $l^{\prime} /$ is dropped, giving yara . Aside from this, the imperfect inflection is like that of yalq $\bar{a}$ ( $\$ 39.1$ ).

| 3 m | يرى yarā | يريان yarayäni | يونـ yarawna |
| :---: | :---: | :---: | :---: |
| f | ترى tarā | تريان tarayāni | يرين yarayna \&c. |

43 The Optative with Wadda. The verb wadda/yawaddu "to wish" is normally followed by the optative particle law and the imperfect indicative (for wishes posterior to the main verb) or the perfect (for unfulfilled wishes anterior to the main verb).

$$
\begin{aligned}
& \text { اود لو يموت 'awaddu law yamūtu I wish he would die. } \\
& \text { يود الذين كفروا لو yawaddu llaðina Those who disbe- } \\
& \text { كانوا مسلمين kafarū law kānūu lieved wish they had } \\
& \text { muslimina } \\
& \text { been Muslims. }
\end{aligned}
$$

For non-verbal complements to wadda, law 'anna is used.


## Vocabulary

VERBS

> radda (u) radd-make...again; send/bring/take back; reply ('alā to)
> صبر sabara (i) sabr- be patient, have patience
> ودو wajada (i) wujüd- find
> ور wadda (*wadida) (a) wudd-/mawaddat- wish
> wariӨa (i) 'ir $\theta$-/wirāӨat- inherit from (acc.), be the heir of (acc.)
> wasi' $a$ (a) sa'at- contain, hold, have the capacity for (acc.)
, wa'ada (i) wa'd-promise someone (acc.) something (acc. or bi-); threaten someone (acc.) with (bi-)
, walada (i) wilādat- give birth to, beget
, wahaba (a) wahb-give, bestow

## NOUNS

بعض $b a^{\prime} d$ - (+ construct) some of; $b a^{\prime} d u$ (+ noun/pronoun in construct)... ba'd-an/-in (indef., appropriate case) each other, as in ra'aw ba'duhum ba'dan "they saw each other"
بينة bayyinat- pl -āt-indisputable evidence, proof
, wālid- pl-ūna father, progenitor; wälidat- pl -ātmother; wālidāni (dual) parents
OTHERS
p 'am(i) or? (continues alternatives in an interrogative)
دون dūna, min dūni (+ construct) below; to the exclusion of, disregarding, up to but not including

## Exercises

$$
\begin{aligned}
& \text { (a) Read and translate: } \\
& \text { ا قال الله لا يسعنى سمائى ولا ارضى ورسعنى تلب عبدى المُّمن } \\
& \text { سيرى الله عملكم ورسولّ ويرى الذين ظلا ولموا ، اذ يرون العذاب ، أن } \\
& \text { القوة لل } \\
& \text { r ود كثير من اهل الكتاب لو يردونكم من بعد ايمانكم كنارأ } \\
& \text { ع انا نحن نرث الارض ون ومن عليها وقّل الله ان الارض يرثها عبادى الصالحون } \\
& \text { ه أرأيتم شركاءكم الذين تدعون من دون اللّ ؟ ماذا خلقوا من الارض ؟ الم لهم }
\end{aligned}
$$

$$
\begin{aligned}
& \text { بعضأ الا غرورا } \\
& \text { Y ويبسطون2 اليكم ايديثم ويودون لو تكفرون } \\
& \text { v } \\
& \text { ^ قال ستجدنى ان شاء الله صابرأ ولا اعصى لك امرأ }
\end{aligned}
$$

$$
\begin{aligned}
& \text { 1 جعل نوح في فلكه1 من كلِ زوجين اثنين } \\
& \text { • } \\
& 11 \text { اتأمرون الناس بالخير وتنسون انغسكم }
\end{aligned}
$$

(b) Translate into Arabic:

1. Witnesses will testify (see §25) against you, and hell will consume you all.
2. When you disobeyed his orders, he was not pleased with you.
3. I do not know which fruit is best for eating.
4. The alms they brought were more than the alms prescribed for them.
5. She looked and saw that he had told the truth.
6. They lied to each other when they said they would be their fathers' heirs.
7. Have you forgotten that the light of faith is from the heart?
8. I am not aware of anyone more truthful than him.
9. They are deluded in that which they say, and we see them lying.
10. I wish we were mightier than our enemy.
[^33]
## Lesson Eighteen

44 The Subjunctive. The inflection of the subjunctive is based on that of the indicative with changes in the endings.
44.1 The inflection of the subjunctive is as follows:

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | يدخل yadxula | يدخلا yadxulō |  |
| $f$ | تدخل tadxula | تد تدخلا | يدخلن yadxulna |
| 2 m | تدخل tadxula | تد tadxulō | تدخلوا tadxulū |
| $f$ | تدخلى tadxull | تد tadxulō口 |  |
| 1 c | 'adxula | - - | ندخل nadxula |

## REMARKS:

(1) The short $-u$ termination of the indicative is changed to $-a$ wherever it occurs.
(2) The -nal-ni termination of indicative forms are dropped: the 2nd fem. sing. thus ends in -i; the 3rd and 2nd masc. plurals end in $-\bar{u}$, to which otiose alif is added, as in the perfect; the duals all end in $-\bar{a}$.
(3) The feminine plural forms remain unchanged from the indicative.
44.2 Uses of the subjunctive. The subjunctive must be preceded by a subjunctivizing particle; there is no "free" occurrence of the subjunctive in Arabic. It occurs
(1) after any of the particles of purpose, li-, kay, li-kay, or hattā, which have no marked distinction in meaning among them.

$$
\begin{aligned}
& q \bar{a} l \bar{u} \text { 'a-ji'tanā } \overline{l i-} \text { They said, "Have you } \\
& \text { na'buda llāha } \text { come to us that we } \\
& \text { should worship } \\
& \text { God?" }
\end{aligned}
$$

(2) after the particle lan to express explicit negative future.

$$
\text { لن يدخل الجنة lan yadxula l-jannata } \begin{gathered}
\text { He will not enter par- } \\
\text { adise. }
\end{gathered}
$$

(3) after hattā when it means "until" with reference to the future.

(4) after complementary constructions with 'an ('that') or any of its variants (li-an 'in order that,' 'allā [for 'an lā] 'that...not,' and li' all $\bar{a}$ 'in order that...not').

$$
\begin{array}{cc}
\text { نخاف ان يeر" naxāfu'an yafirra } & \text { We fear that he may } \\
\text { flee. } \\
\text { 'amarūka 'allā taqūla } \\
\text { Say'an } & \begin{array}{l}
\text { They ordered you not } \\
\text { to say ("that you not } \\
\text { to } \\
\text { say") anything. }
\end{array}
\end{array}
$$

(5) after the hypothetical consequential $f a$ - preceded by a prohibition, negative command, wish, hope (or something to this effect, provided it have a negative import), which means "as a consequence of which" or "lest" (this should not be confused with the consecutive fa-, which does not affect verbal moods or cases).

$$
\begin{aligned}
& \text { لا لا تفعل فتندم lā taf'al fa-tandama } \\
& \begin{array}{l}
\text { He forbade me that } \\
\text { lest I be unjust. }
\end{array} \\
& \text { Do not do it lest you } \\
& \text { regret. }
\end{aligned}
$$

45 The Subjunctive of Weak-Lam Verbs. Since weak-lām verbs do not have the $-u$ termination of the indicative, their subjunctive forms differ only slightly from the regular paradigm.
45.1 For verbs that end in - $\bar{a}$ in the indicative, the only change for the subjunctive is the dropping of the -nal-ni terminations of the 2nd fem. sing., duals and masc. plurals. All other forms are identical to the indicative.

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | يلقى yalqā | يلقيا yalqayā | يلقوا yalqaw |
| $f$ | تلقى talqā | تلقيا talqayā | يلقين. yalqayna |
| 2 m | تلتى talqā | تلقيا talqayā | تلقوا talqaw |
| f | تلتى talqay | تلقيا talqayā | تلقين talqayna |
| 1 c | 'alqā | - | نلقّى nalqā |

45.2 Verbs that end in $-\bar{i}$ and $-\bar{u}$ in the indicative drop the $-n a l-n i$ terminations and also add the subjunctive $-a$ to the remaining indicative forms.

| 3 m | يرمى yarmiya | يرميا yarmiyā | يرموا yarmū |
| :---: | :---: | :---: | :---: |
| f | ترمى tarmiya | ترهيا | يرمين yarmina |
| 2 m | ترمى tarmiya | ترميا tarmiyā | ترموا |
| f | ترمى tarmī | ترميا tarmiyā | ترمين tarmina |
| 1 c | ارمى 'armiya | - - | تُرهى narmiya |
| 3 m | يدعو yad'uwa | يدعوا yad'uwā | يدعوا $\mathrm{xad}^{\text {¢ }}$ 'ü |
| $f$ | ־tad'uwa | تدعوا $\operatorname{tad}^{\text {² }} u w \bar{a}$ | يدعون وad'ūna \&c. |

## Vocabulary

VERBS

> قرب qariba (a) qurb-draw near to, approach
> تهى nahā (ã) nahy-forbid someone (acc.) ('an something)

NOUNS
اذن 'iðn-permission
 (unit) $\mathrm{pl}-\bar{a} t$-tree
شيطان/شياطين Sayṭān- pl sayāṭīnu demon, devil

## OTHERS

hattä (+ subj.) so that, in order that; (+ subj. with reference to the future; + perfect with reference to the past) until
qabla'an (+ subj. with reference to the future; + perfect with reference to the past) before (conjunction)
IDIOM
كا كان لi ان mä kāna li- 'an it was not possible (li-for someone) ('an + subj., to do something)

## SUBJUNCTIVIZING PARTICLES

$$
\begin{aligned}
& \text { 'allä that...not } \\
& \text { الا 'an that } \\
& \text { انتى hattā in order that, until } \\
& \text { كى لكى kay/li-kay in order that } \\
& \text { لli- in order that } \\
& \text { لlan "will not" (negative future) }
\end{aligned}
$$

## Exercises

(a) Give the subjunctive of the following verb forms:

| نا rr | 17 | 1 \| 1 يجدن | 7 تبعثين | يانت |
| :---: | :---: | :---: | :---: | :---: |
| , וr rr | iv | r | V | r |
| rr rer | 11 اموت | \|r 1 يضل | ^ | r |
| r | 19 19 11 | 181 1 يامرون | 9 1 تجعلون | عا آخذ |
| ro | r | 10 | - 1 تذهبان | ه دلدخلن |

(b) Read and translate:

$$
\begin{aligned}
& \text { ا تال له انى آتيكُ بـا امرتنى به تبل ان تقوم من معامك } \\
& \text { r r } \\
& \text { r re }
\end{aligned}
$$

$$
\begin{aligned}
& \text { ع أيردّ احدكم ان تكون لل جنة من نخيل واعناب1 } \\
& \text { ه اعبد ربى حتى ياتينى اليقين }
\end{aligned}
$$

$$
\begin{aligned}
& \text { م ا يكون لنا ان نعدكم بذلك r r }
\end{aligned}
$$

$$
\begin{aligned}
& \text { 9 امرنى الشيطان ان اقرب الياء الكفار } \\
& \text {. . ا قالت بنو اسرئيل يا موسى لن نصبر على طعام² واحد } \\
& 1 \text { I الرنى ان اكون من المؤمنين } \\
& \text { ir ا اتنهانا ان نعبد ان اي يعبذ آبازنا }
\end{aligned}
$$

$$
\begin{aligned}
& \text { \& } 1 \text { نهونا ان ناكل من مواكه اشجار حدائقهم فنكون من الظالمين }
\end{aligned}
$$

(c) Translate into Arabic.

1. I have brought proof (of the fact) that ${ }^{3}$ I am my father's son in order that I may be his heir.
2. The people of this city will never know why the demons did not approach them.
3. It was not possible for you ( f s ) to summon your brother.
4. We approached the man in order to hear his words.
5. I wish they were here to guide us, for we are lost.
6. He forbids you to enter his house.
7. Will you eat something before you leave?

## Lesson Nineteen

46 The Jussive. Like the subjunctive, the jussive mood is based on the indicative with changes in the terminations.
46.1 The inflection of the jussive is as follows:

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | يدخل yadxul | يدخلا l yadxulā | يدخلوا ${ }^{\text {¢ }}$ yadxulū |
| f | تدخل tadxul | تد tadxulā | يدخلن yadxulna |
| 2 m | تدخل tadxul | تدخلا tadxulă | تدخلوا |
| f | دtadxuli | تدخلا tadxulā | تدخلن tadxulna |
| 1 c |  |  | ندخل nadxul |

REMARKS:
(1) The short $-u$ termination of the indicative is dropped and replaced by sukün wherever it occurs.
(2) Feminine plurals remain unchanged from the indicative; all other forms ending in -nal-ni drop that termination, resulting in forms identical to those of the subjunctive.
(3) When the jussive forms that end in an unvocalized consonant are followed by elidible alif, they are given a prosthetic vowel -i (*yadxul l-bayta $\rightarrow$ yadxulil $l$-bayta).
46.2 Uses of the jussive:

[^34](1) following proclitic $l i$ - in the 1 st and 3 rd persons as a cohortative/hortatory ("let me/us/ him/her/them"l):

| لناخذها $l i-n a ' x u ð h a ̄$ | Let's take it. |
| :---: | :--- |
| ليشهد $l i$-yašhad 'åäbahum | Let him witness their |
|  | torment. |

When this $l i$ - is preceded by $w a$ - or $f a$-, it loses its vowel and becomes $w a-l$ - and $f a-l$ -

| fa-l-na'xuð̆hā | So let's take it. |
| :---: | :---: |
| wa-l-yashad 'aðābahum | And let him witness their torment. |

(2) with $l \bar{a}$ as negative imperative in all persons:

| لا تكفروا lā takfurū | Be not ungrateful! |
| :---: | :---: |
|  | May I not oppress them! |
| لا l lā yaxruj | May he not go out. / Let him not go out. |

(3) preceded by lam to indicate negative past definite.

| lam 'adxul | I did not enter |
| :--- | :--- |
| لم اد خل'a-lam ta'murni | Didn't you command |
|  | me? |

(4) in conditionals of all types (conditionals will be discussed in §54).
ان يدخل يجدنى 'in yadxul, yajidnt

If he enters, he will find me.

47 The Imperative. The imperative occurs in the affirmative second persons only. It is formed by removing the personal prefixes from the jussives. In sound verbs of the fa'ala type, this results in an initial cluster of two consonants (e.g., jussive tadxul >-dxul). When the imperative is not preceded by a vowel, a prosthetic vowel must be supplied: if the stem vowel is $-a$ - or $-i$-, prosthetic $i$ - is added. If the stem

[^35]vowel is $-u$-, prosthetic $u$-is added. Orthographically an elidible alif is written in all cases.

| INDICATIVE | JUSSIVE |  | IMPERATIVE |
| :---: | :---: | :---: | :---: |
| تكتب taktubu> | taktub > | $-k t u b>$ | اكتب uktub |
| -tåhabu> | $t a \delta h a b>$ | - $\delta \mathrm{hab}>$ | اذِ io hab |
| Uنزل tanzilu > | tanzil > | -nzil > | انزل inzil |

The imperative occurs in all the second persons; the endings are like those of the jussive.

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| m | ادخل udxul |  | Uudxulū |
| f | udxulī |  | ادخلن udxulna |

For the negative imperative, the jussive is used, see $\S 46.2(2)$.
48 Imperative and Jussive of Doubled Verbs. In doubled verbs the removal of the $-u$ termination of the indicative would result in the impossible form *yafill (a doubled consonant may not be unvocalized). Such forms are therefore either given an ancillary vowel, $-a$ or $-i$, or else replaced by a regular formation, yafil. Although both the doubled and regular forms occur in more or less free variation, the latter is slightly more common with enclitic pronouns.

The jussive forms of dallalyadullu 'to guide' are:

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | يدل yadulla(i) | يدلا yadullā | يدلوا yadullū |
|  | يدلل yadlul |  |  |
| 3 f | تدل tadulla(i) | تدلا tadullā | يدللن. yadlulna |
|  | تدلل tadlul |  |  |
| 2 m | تدل tadulla(i) | تدلا tadullā | تدلوا tadullū |
|  | تدلل tadlul |  |  |
| 2 f | تدلى tadullit | تدلا tadullā | تدللن tadlulna |
| 1 c | ادلl 'adulla(i) | - - | ندل nadulla(i) |
|  | ادلل 'adlul |  | ندلل nadlul |

The only form affected in the imperative is the masc. sing., which is formed on the same principles:

| 2 m | د dulla(i) | ys dullā | دلوا dullū |
| :---: | :---: | :---: | :---: |
|  | ادل udlul |  |  |
| 2 f | له dullī | ل\% dullā | udlulna |

49 Imperative of Hamza-Initial Verbs. In the imperative of three common $\mathrm{C}_{1}{ }^{\prime}$ verbs, the glottal stop is dropped:

$$
\begin{aligned}
& \text { اخذ 'axaða>xиð Take! } \\
& \text { I 'akala > kul Eat! } \\
& \text { امر < 'amara>mur Command! }
\end{aligned}
$$

Alone of the three, mur may regain its glotal stop when preceded by $w a$ - or $f a$-.

| اهب وأمرهم | ǐhab wa-'murhum | Go and command them! |
| :---: | :---: | :---: |
| خذر وكلوا | хидй $w a-k u l \bar{u}$ | Take and eat! |

Other $\mathrm{C}_{1}$ imperatives are regularly formed.

$$
\begin{aligned}
& \text { Permit! }
\end{aligned}
$$

$$
\begin{aligned}
& \text { Bring it! }
\end{aligned}
$$

Proclitic $f a$ - or wa-will change the seat of the hamza (see Appendix G), although the form is quite regular. ${ }^{1}$

$$
\begin{array}{ll}
\text { نات fa-'ti bihā } & \text {...so bring it! } \\
\text { واذن wa-' Jan lahum } & \text {...and permit them! }
\end{array}
$$

50 The Vocative. Direct address is indicated by the use of the vocative particles $y \bar{a}$ and $y \bar{a}{ }^{\prime} a y y u h a \bar{a}$.

[^36]$50.1 Y \bar{a}$ is never followed by the definite article. When the noun following $y \bar{a}$ is not in construct, it takes the nominative case without nunation, regardless of whether the noun is diptote or triptote.
\[

$$
\begin{array}{ll}
\text { يا محمل yā muhammadúu } & \text { O Muhammad! } \\
\text { يسول yā rasūlúu } & \text { O apostle! }
\end{array}
$$
\]

But if the noun following $y \vec{a}$ is the first member of a construct, it is in the accusative.

|  | O Apostle of God! |
| :---: | :---: |
| يا اهل العرات | O people of Iraq! |
|  | O our God! |

In the construction $y \bar{a}$ rabbi "O my lord," the $\bar{i}$ is usually written defectively (يا رب).
50.2 The other vocative particle, $y \bar{a}$ 'ayyuhā (optional feminine $y \bar{a}$ 'ayyatuh $\bar{a}$ ) must be followed by the definite article, and the noun is in the nominative case.

$$
\begin{aligned}
& \text { يا ايها الرسول yā 'ayyuhā r-rasūlu O Apostle! } \\
& \text { يا ايها الناس } y \text { ā'ayyuhā n-nāsu O people! } \\
& \text { يا } \\
& \text { mar' atu }
\end{aligned}
$$

## Vocabulary

## VERBS

ل dalla (u) dalàlat-lead, guide, show ('ilā/ 'alā to)
رحم rahima (a) rahmat-Imarhamat-be merciful toward, have mercy on (acc.)
sakana (u) sakan-lsuknā inhabit, dwell in
غغ ğafara (i) mağfrat-/ğufrän-forgive (li- somebody) something (acc.)
نصح nasaha (a) nush-/nasāahat- advise, give good advice to; take good care of

## NOUNS AND ADJECTIVES

```
حين/احيان hin- pl 'ahyān- time; hina (+ imperfect) at the time
    when, (+ gen.) at the time of
qaryat- pl quran village
    مبين mubin-clear, obvious
, waraq- (collective) pl 'awrāq-; ورت/اورات waraqat- (unit)
            \(\mathrm{pl}-\bar{a} t\) - leaf (of a tree), folio, sheet (of paper)
```

OTHERS

> حيث hay日u (invariable) where, wherever (conjunction commonly followed by perf. or imperf. ind.)
> م lam (+ jussive) negative past definite particle

## PROPER NAMES

زليخا zulayxā Zuleikha, wife of the Biblical Potiphar, Pharaoh's officer who bought Joseph from the Ishmaelites
يوسف yūsufu Joseph

## Exercises

(a) Give the jussive of the following verb forms:

| ا 1 | 19 19 | 1 | 7 أجعل | 1 |
| :---: | :---: | :---: | :---: | :---: |
| ت | IV | ir | تاكل v | r $r$ تعبدون |
| ت rr | 119 تخلعّان | ir | 1 | r |
| rq | 19 1 تبعين | 18 | 1 1 | ع |
| ¢ 0 | \%. | 10 | تـد | نرح |

(b) Give the imperatives of the following verbs:
V
ه رحم
r
ا احذ
ف
(c) Read and translate:
ا وتلنا لهم آسكنوا هذه الترية وكلوا منها حيث شئتم

$$
\begin{aligned}
& \text { r } \\
& \text { r } \\
& \text { ع لا تبعث مالك اليهم حتى تعلم اهم اتقياء ام لا } \\
& \text { ه نقالت نساء مصر انا لنرى زليخا فى ضلال مبين فلما سمعت بعولهن } \\
& \text { دعتهن وقالت ليوسف اخرج عليهن فلما راينه قلن ليس هذا بشراً ان } \\
& \text { هذا الا ملكّ كريم } \\
& \text { و سوف يعلمن ، حين يرون العذاب، من اضل } \\
& \text { v } \\
& \text { ^ يا ايها الناس اذكروا الله ذـكراً كثيراً } \\
& \text { ه هو الل احد لم يلد } \\
& \text { • } 1 \text { فعلمنا منه الـا ما لم نعلم } \\
& 11
\end{aligned}
$$

(d) Translate into Arabic:

1. The enemy has drawn near, so let us flee.
2. They forbade me to guide you to the garden in which they are.
3. I have no strength to lead you ( m pl ) aright when you are lost.
4. He will advise her to invite ("that she invite") all those who inhabit the city, and their number is great.
5. It was not possible for me to forgive them, so I had no mercy (past definite) on them.
6. Dwell ( m s ) here and eat of the fruits of these trees, but (wa-) do not approach that nation lest hell-fire consume you.
7. O my son, take this property of mine and be merciful toward those who have less wealth than you.
[^37]
## Lesson Twenty

## 51 The Jussive of Hollow and Weak-Lâm Verbs.

51.1 Hollow verbs in the jussive. When the $-u$ termination of the indicative is dropped for the jussive of a hollow verb like yaqūmu, the impossible form *yaqūm results. Since the phonetic laws of Arabic do not allow a long vowel to be followed by an unvocalized consonant, the anomalous form is resolved by shortening the long vowel, as was done in the feminine plural forms of the indicative (see §37). Persons that have vowel-initial suffixes (2nd fem. sing., all duals, masc. plurals) do not require shortening of the imperfect vowel for obvious reasons.

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | يقت yaqum | يقوما yaqūmà | يقوموا уaqūтй |
| $f$ | تقّ taqum | تقوها taqūmā | يقّ yaqumna |
| 2 m | تقم taqum | تقوما taqūmā | تُقوموا taqūmū |
| f | تقومى taqūmì | تقوها taqūmā | تقمن taqumna |
| 1 c | اقم 'aqum | - - | نقم naqum |

All $C_{2} w / y$ verbs behave in a similar fashion.

| 3 m | يسر yasir | يسيرا yasirā | يسيروا yasirī |
| :---: | :---: | :---: | :---: |
| f | تسر tasir | تسيرا tasirā | يسنغ yasirna, \&c. |
| 3 m | ينم yanam | يناما yanāmā | يناموا yanāmū |
| f | تنم tanam | تناما tanāmā | ينمن yanamna, \&c. |

51.2 Weak-läm verbs in the jussive: apocopated forms. All weaklãm verbs end in a long vowel in the indicative (see §39). The jussive is formed by shortening the long vowel of the indicative. Orthographically this results in dropping the alif-maqsūra, y $\vec{a}$ or $w \bar{a} w$ of the indicative. Forms with -nal-ni terminations in the indicative have jussive forms identical to the subjunctive (see $\S 45$ ).

| 3 m | يلت yalqa | يلقيا yalqayă | يلقو yalqaw |
| :---: | :---: | :---: | :---: |
| f | تلّ talqa | تلقّيا talqayā | يلقين yalqayna |
| 3 m | يرم yarmi | يرميا yarmiyā | يرموا yarmū |
| f | ترم tarmi | ترميا tarmiyă | يرمين yarmina |
| 3 m | يدع yad'u | يدعوا yad'uwā | يدعوا ${ }^{\text {y }}$ yad'ū |
| f | تدع tad'u | تدعوا tad'uwā | يدعون yad'ūna |

## 52 The Imperative of Hollow and Weak-Lâm Verbs.

52.1 When the personal prefix is dropped from the jussive of hollow verbs, an initial consonant cluster does not result; therefore the prosthetic vowel and alif of the imperative of sound verbs are not necessary
m
قّ qum
قومى qūmi
قوما qūmā
قوموا $q u ̄ m u ̄$
f قومى qūmi
قوها $q \bar{m} m \bar{a}$
قمن qumna
52.2 Weak-läm verbs form the imperative quite regularly from the jussive.

| m | الق ilqa | القيا ilqayā | القوا ilqaw |
| :---: | :---: | :---: | :---: |
| f | القى ilqay | القيا ilqayā | القين ilqayna |
| m | ارم irmi | ارميا irmiyā | ارمو irmü |
| f | ارمى irmi | ارميا irmiyä | ارمين irmina |
| m | clud'u | ادعوا ud'uwă | ادحرا $u d^{\prime} \bar{u}$ |
| f |  | ادعوا $u{ }^{\text {ا }}$ ' $u w a \bar{a}$ | إدعون ud'üna |

## Vocabulary

## VERBS

بدا badā ( $\bar{u}) b u d u ̄ w$-seem, appear
خسر xasira (a) xasār-/xusrān-lose, suffer loss, forfeit; go astray, perish
خalada (u) xulūd- last forever, be immortal
ذات ðāqa (ठuq-) ( $\bar{u}) ~ \partial a w q-$ taste
قص qassa (u) qasas- narrate, tell ('alā to)
هبط habata (i) hubūt- go down, descend, collapse
NOUNS
 of a religious community, community of the faithful)
حديث/احاديث hadi $\theta$ - pl'ahädïu talk, conversation; report, account; hadit- nabawiy- narrative relating an utterance of the Prophet Muhammad; حديث تدسى hadi $\theta$ - qudsiy- a narrative in which God speaks in the first person
خلد xuld-eternity, immortality
عداوة 'adāwat- pl -āt- enmity, hostility
قيامة qiyāmat-pl-ăt-resurrection
nabawiy-(adj) prophetic, relating to a prophet
OTHERS
انـا 'innamā (conj.) only, specifically; (after a negative clause) however, rather
كان ka-'anna (+ acc. or pron. encl.) as though
كيف kayfa how?
نوت fawqa above, over
PROPER NAME
يعتوب $y a^{\prime} q u ̄ b u$ Jacob

## Exercises

(a) Vocalize, read and translate:

| Viv | Ir | 9 ¢ | ه لا يخف | , |
| :---: | :---: | :---: | :---: | :---: |
| 1 111 | 12 12 | -1 | † | r |
| 19 | 1818 | 11 | 「 | r |
| r. | 1719 | \% 1 ¢ | 1 | ع ليهد |

(b) Vocalize, read and translate; then give the masc. pl. imperatives:

$$
\begin{aligned}
& \text { (c) Read and translate: } \\
& \text { ا قال ابليس يا آدم هل ادلل على شجرة الخلد } \\
& \text { r r } \\
& \text { r اعبد الش كانك تراه rer rer } \\
& \text { ع يا ابتى انى تد جاء انى منى من العلم ما لم بياتك } \\
& \text { ه ان امتى امة مرحومة ليس عليها فى الآخرة عذاب انـا عذابها فى الدنيا } \\
& \text { (حديث نبوى) }
\end{aligned}
$$

$$
\begin{aligned}
& \text { V } \\
& \text { ^ لـا لم تدللهم ولم تهدهم اذ بدا لك انهم قد } \\
& \text { } 1 \text { فلما جاءه وتص عليه التمص تال لا لا تخف } \\
& \text { • } 1 \text { لم نكن من الذين خـين خسروا متاع الدنيا } \\
& \text { I } 1 \text { كفرنا بكم وبدا بيننا وبينكم العدارة } \\
& \text { r ir ir ir }
\end{aligned}
$$

$$
\begin{aligned}
& \text { أ اولم يسيروا فى الارض فينظروا كيف كان عاقبت2 الذين من قبلهم وكانوا } \\
& \text { اشد منهم توة } \\
& \text { ها لا تدع مع اله الهأ آخر نتكون من الكانرين } \\
& \text { 17 الم ينظروا الى السهاء نرتهم كيف بنيناها }
\end{aligned}
$$

[^38]
الخسران المبين
(d) Translate into Arabic

1. Let him taste the fruits of his good deeds.
2. Let us not fear those who travel on the earth oppressing the people.
3. It appears to me as though you did not sleep.
4. Do not be unjust and be not ungrateful lest you be among those who perish.
5. Do you know the number of the leaves of the trees?
6. Did the prophet not bring you clear signs from his Lord?
7. Let him call upon me at the time when he has gone astray; I shall not come to him, and I shall not guide him aright.

## Lesson Twenty-One

53 The Passive Voice: Perfect. The passive voice of the perfect is formed by replacing the internal vowels of the active inflection with the invariable pattern FU'ILA, i.e., $-u$ - on $\mathrm{C}_{1}$ and -i- on $\mathrm{C}_{2}$. Generally speaking, only transitive verbs can be made passive (an important exception for impersonal passives will be treated in §88); intransitives such as dalla 'go astray' and kabura 'get big' have no passive forms.

Arabic has no device for expressing personal passive agents. In English we have both the active "he found you" and the passive "you were found by him," but in Arabic the passive verb cannot be used with agents, i.e., wujidta "you were found" is a viable passive form, but the agent "by him" cannot be expressed. Passive constructions with agents must be rendered in the active voice, i.e., wajadaka "he found you / you were found by him."
53.1 As the third radical of sound verbs is not affected by the vocalic pattern of the passive, the inflection is unchanged.

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | خلت xuliqa | خلقا xuliqā | خلقوا xuliqū |
| $f$ | خلقت xuliqat | خلقتا | خلقن xuliqna, |

$\& c$.
53.2 The passive of the few transitive hollow verbs is on the pattern Fila (fil-).
53.3 All weak-lām verbs become FU'IYA in the passive, with all weak $C_{3}$ changed to $-y$ - by the preceding -i-. The inflection follows the model of laqiya ( $\$ 20.3$ ).

$$
\begin{aligned}
& \text { 聕 } d a^{\prime} \bar{a}>d u^{\prime} i y a \\
& \text { nahā>nuhiya } \\
& \text { he was sum- } \\
& \text { moned/called } \\
& \text { he was forbidden }
\end{aligned}
$$

53.4 Doubled verbs drop the vowel of $\mathrm{C}_{2}$ with V-endings, giving a base FULL-. The inflection is regular with C -endings.

$$
\begin{array}{cl}
\text { د dalla }>\text { dulla } & \text { he was guided } \\
\text { دللت dalalta }>\text { dulilta } & \text { you were guided }
\end{array}
$$

53.5 Verbs that are doubly transitive, or that take a complement in the accusative in addition to a direct object, retain the accusative second object or complement in the passive voice.

| جعل الش الارض مسكنا | ja'ala llāhu l-'ardá maskanan li-' ādama | God made the earth a habitation for Adam. |
| :---: | :---: | :---: |
| جعلت الارض مسكناً لآدم | ju'ilati l-'arḍu maskanan li-' ādama | The earth was made a habitation for Adam. |
| رأوا الملك ظالمأ لقومه | ra'aw l-malika zāliman li-qawmihi | They considered the king a tyrant of his people. |
| رنّى الملك ظالماً لقومه | ru'iya ${ }^{1}$ l-maliku zäliman li-qawmihi | The king was considered a tyrant of his people. |

54 Conditional Sentences. Arabic conditionals are divided into (1) real and (2) impossible conditionals.
54.1 Real conditionals, or those that are fulfillable, are introduced in the protasis (the "if" clause) by 'in. The verb of an affirmative protasis introduced by 'in may be either perfect or jussive; lam + jussive is almost always used for the negative. If there was ever a meaningful distinction between the perfect and the jussive in the conditional, it was ob-

[^39]scured by the time of Koranic Arabic, for the two appear to occur with no significant distinction in meaning. The verb of the apodosis (the result clause) is also commonly perfect or jussive but may also be imperfect, imperative or non-verbal (see below). A negative apodosis is usually lam + the jussive. Since the verbs of the Arabic conditional are dictated by the form, they are basically "tenseless." The proper tense for translation can be gained only from context.

> If they did / do that, they were / are / will be unjust.
> If they did not / do not do that...
54.2 Real conditionals are also introduced in the protasis by 'io $\bar{a}$, which may mean 'if' or 'when.' (This is the conditional, hypothetical 'if and when,' not the temporal 'when' of lammā and 'ið.) The verb of an affirmative protasis introduced by 'iod is commonly perfect, almost never jussive, though a negative protasis may be jussive. As in the 'inconditional, proper tense for translation depends upon context and/or sense.

| اذا متنا وكنّا تراباً وعظاماً أثنا لمبعوثون | 'iðā mitnā wa-kunnā turäban wa-'izāman ' $a$-' innā lamab'ü $\theta \bar{u} n a$ ? | When we are dead and dust and bones, are we really going to be resurrected? |
| :---: | :---: | :---: |
| هؤلاء | 'ið̄ā ra'awhum, qālū 'inna hä'ulä'i ladāllūna | If/when they saw them, they said, "These are gone astray." |
| العد الحـد لـ نره الارض | hamdu lillähi, mala'a nūruhu $I$ 'arda | If/when a worshipper says, "Praise God," his light fills the earth. |
| نْتطع | 'iðā māta bnu 'ädama, yanqatit' 'amaluhu | When a human being dies, his labor is finished. |
| اذا بلغ الماء تلّتين لم يحمل الخبث | 'iðā balağa l-mä'u qullatayn, lam yaḥmili l-xaba $\theta a$ | If/when water amounts to two jugfuls, it does not carry filth. |

When we are dead dust and bones, are we really going to be resurrected? them, they said hem, they said, astray."
f/when a worshipper says, "Praise God," his light fills the dies, finished.
when water fuls, it does not carry filth.
54.3 Another, very common and important type of conditional consists of an imperative in the protasis followed by the jussive in the apodosis. Since English has no exact parallel, translations will vary.

54.4 The apodosis is introduced by fa - under the following conditions:
(1) when the apodosis is a nominal sentence:
'in fa'alta るälika,fa- If you do that, you are 'anta zā̆limun unjust.
(2) when the apodosis is imperative or hortatory:


(3) when an initial verb in the apodosis is preceded by sa-, sawfa, qad, or any negative particle other than lam and $m \bar{a}$. Verbs preceded by sa-, sawfa and lan of course have explicitly future signification, and verbs preceded by qad have explicitly past signification.

$$
\begin{aligned}
& \text { you. } \\
& \text { If you do that, God } \\
& \text { will never forgive } \\
& \text { you. } \\
& \text { كان 'ان يكن صالحأ فقد } \\
& \text { If he is not pious, (it } \\
& \text { is because) his fa- } \\
& \text { ther was a tyrant be- } \\
& \text { fore him. }
\end{aligned}
$$

(4) when a perfect in the apodosis is meant explicitly to retain the past signification of the perfect. Here the perfect of kāna is used as an auxiliary to the perfect of the protasis, often with qad. The construction occurs often enough in the Koran, but in post-Koranic classical Arabic the apodosis too is usually marked with qad, in which case it falls into category (3) above.

$$
\begin{aligned}
& \text { If y kunta qad fa'alta did do that, you } \\
& \text { ¿ Jālika, fa-zalamta }
\end{aligned}
$$

were unjust (unam-
biguously past).
If his shirt has been
torn from the front,
then she has told the
truth.

Real conditional types can be summarized as follows:

| PROTASIS | APODOSIS |
| :---: | :---: |
| 'inl' $i \bar{\partial} \bar{a}+$perfect $\rightarrow$ <br> jussive $\rightarrow$ | perfect <br> jussive |


| PROTASIS |  | APODOSIS |
| :---: | :---: | :---: |
|  |  | nominal clause, <br> imperative, <br> 'in/' $i \grave{\partial}+\quad$ perfect or <br> jussive |
|  | $f a-+$ | $l-+$ jussive, <br> sa-, sawfa, <br> qad, or lan |

54.5 The verbs in sentences with man ('whoever, anyone who'l) follow all the principles of the conditional, though the perfect tends to predominate in affirmative clauses and lam + jussive in negative clauses.

$$
\begin{aligned}
& \text { من كان لله كان الل له man kāna li-llāhi, } \\
& \text { Whoever is for God, } \\
& \text { God is for him. }
\end{aligned}
$$

[^40]
## INTRODUCTION TO KORANIC ARABIC

من قال لا اله الا الله $\quad$ من دخل الجنة jannata

من لم يكن له شيخ man lam yakun lahu فشيخ، الشيطان $\begin{gathered}\text { Sayxun fa-sayxuhu } \\ \text { s-saytānu }\end{gathered}$ s-sayṭānu
من بدلّ دينه ناقتلوه man baddala dinahu, fa-qtulūhu

من اراد ان ينظر الى man 'arāda 'an yanيمشى ميت على الارض zura'ilā mayyitin yamši 'alā l-'arḍi, fa-l-yanzur 'ilā bni 'abi quhạfata
فلينظر الى ابن ابي قحافة
 fara
"There is no god but God," will enter paradise.
Whoever has no master, his master is the devil.
Anyone who changes his religion-kill him!
Let anyone who wants to gaze upon a dead man walking upon the earth look at Ibn Abi-Quhafa.
Whoever believes in the stars has become an infidel.
54.6 Impossible, or irrealis/contrafactual, conditionals are introduced by law. The apodosis is commonly but not consistently introduced by la-. Verbs in both parts of the conditional are perfect (even the negative, with $m \bar{a})$. Again, correct tense for translation can be gained only from context.

$$
\begin{array}{cl}
\text { law fa'alū oālika,la- } & \text { If they had done / } \\
\text { لو نعلوا ذلك لكانوا من } & \text { kānū mina z- } \\
\text { zāālimina } & \text { were to do that, they } \\
& \text { would have been / } \\
&
\end{array}
$$

law šā’a rabbunā, la- If our Lord had so mā xalaqanā willed, he would not have created us.


If we had listened, we wouldn't be like this.

## Vocabulary

بكى bak $\bar{a}$ ( $\bar{l}) b u k \bar{a} '$ - cry, weep ('alā over)
حكم hakama (u) hukm- pass judgment (bi- of) ('alā on)

## LESSON TWENTY-ONE

$$
\begin{aligned}
& \text { ضحك dahika (a) dahk-laugh (li-, bi-, 'alā at) } \\
& \text { عاد 'āda ( } \bar{u} \text { ) 'iyādat- visit the sick } \\
& \text { عاد 'āda ( } \bar{u}) \text { 'awd-/ma'ād-return } \\
& \text { مرض mariḍa (a) marad- fall ill, be sick }
\end{aligned}
$$

## NOUNS AND ADJECTIVES

> 'awwalu (masc.), 'ūlā (fem.) first (occurs either as a regular attributive adjective or as first member of construct, like the superlative, see $\$ 36.4$ [2])
> برىءء/ابرياء bari'- pl 'abriyä'u free (min of blemish, guilt, \&c.)
> كلان ، ملانة fulān- (masc.), fulānatu (fem.) so-and-so (dummy name)
> مريض/مرضى marīd- pl marḍā sick, ill

## OTHERS

$\mid \dot{|l|}$ ' $i \partial \bar{a}$ (+ perf. or jussive) if (possible conditional), when
لو law (+ perf.) if (contrary to fact)
law-lā (+ noun in nom., pron. encl. or independent pron.) were it not for
كـا kamā as, just as (conj.)

## Exercises

(a) Give the passive (e.g., katabahä "he wrote it (f)" $>$ kutibat "it (f) was written")

| ¢ 1 | 17 17 سالناهن | 11 | Y | 1 اخذَّا |
| :---: | :---: | :---: | :---: | :---: |
| M F س | iv | Ir | اك | r $r$ ' |
| Hr | 1 1 | Ir 1 امرتنى | 1 | r |
| re | 19 19 | \% 1 ¢ 1 ¢ | 9 عبدتُ | 2 |
| ro | r. | 10 18 | -1 عصيتُهم | ه راهها |

(b) Read and translate (beginning here, punctuation is given in the Arabic):
ا "يا ابن آدم، مرضت فلم تعدنى." قال ״يا رب كيف اعودك وانت رب

العالمين؟" قال پأما علمت ان عبدى فلاناً مرض فلم تعده ؟ اما علمت انك لو عدته لوجدتنى عنده؟" (حديث قدسى) المى المئ
r اما قيل لكم انى كنت اول النبيين فی الخلت وآخرهم فى البعث (حديث نبوى
r
ع ان ابن آدم لحريص1 على ما مُنع.

V انكم تسالون رسولكم ككا سنل موسى من قبل.
v اذا دعيتم فاد خلوا.
^ اندا كان قول المُمْنين، اذا دعوا الى الله ورسوله ليحكم بينهم، أن يقولوا "سهعنا" .
1 لو علمتم ما اعلم لصنحكتم قليلاً وبكيتم كثيراً ا -
 r r r r ا عا 1 لو شئنا لبعثنا نور الايهان لخلت آنر المر.



(c) Translate into Arabic:

1. Before the prophet other deities were worshipped.
2. If you disbelieve after (having) faith, you will taste the torment.
3. When judgment was passed on her, she wept.
4. I was told ("it was said to me") if I brought the alms they would forgive me.
5. If you were pleased with the goods, why did not not say (so)?
6. If you fall ill I will visit you.

[^41]7. If you had been invited, you would not have been questioned.
8. If they know what we know, let them laugh little and weep much.

Reading Selection: Sūrat al-A'rāf (7): 19-25.

## Adam and Eve

"يا آد م اسكن انت وزوجك الجنة، فكلا من حيث شنتّما ولا تقربا هذه
الشجرة فتكونا من الظالمين" (1
فوسوس لهما الشيطان لِبُبْدى لهما ما وُورِىَ عنهما من سوءاتهما
وقال "ما نهاكما ربسكما عن هذه الشجرة إلا آن تكونا مَلَكين
او تكونا من الخالدين" (r. (1)
2(r ) وقاسمهما "إنى لكما لمن الناصحين"
ندلآهما بغرورِ فلما ذاقا الشجرة بدت لهما سوءاتهما وطَفقا
يَخْصَفان عليهما من ورت الجنة وناداهما ربهما ״أُم أنهكما عن تلكها3
الشجرة وأقل لككا إن الشيطان لكها عدوْ مبين ؟" (r (ب)
قالا "ربُنا ظلمنا أنفسنا وإن لم تغغر لنا وترحمنا لنكونن من

$$
\text { الخاسرين" (r ( } 5 \text { ( }
$$

قال ״|هبطوا بعضكم لبعضٍ عدو ولكم فى الأرض مستقر ومتاع

[^42]\[

$$
\begin{aligned}
& \text { الى حين" (r (r) }
\end{aligned}
$$
\]

[^43]55.3 In hollow verbs the middle radical appears as long alif in all cases (YUFĀLU).

| PERFECT | IMPERF. ACTIVE | IMPERF. PASSIVE |
| :---: | :---: | :---: |
| قال qāla | يقول yaqūlu | يقال yuqālu |
| با $b \bar{a}^{\prime} a$ | يـبيع yabíu | يباع yubā'u |

55.4 In weak-lām verbs the vocalic pattern of the passive takes precedence over the original weak letter, which becomes alif maqsūura in all cases (pattern: YUF‘ $\bar{A}$ ). The inflection is identical to that of yalq $\bar{a}$ (see $\S 39.1$ for the indicative, $\S 45.1$ for the subjunctive, $\S 51.2$ for the jussive).

| رمى ramā | يرمى yarmi | يرمى yurmä |
| :---: | :---: | :---: |
| نهى nahä | ينهىى yanhā | ينهى $y u n h \bar{a}$ |
| les da'ā | يدعو | يدعى yud'ā |

55.5 The inflection of doubled roots is unaffected by the passive.

صی sabba yasubbu $\begin{gathered}\text { يصب } y u s ̣ a b b u ~\end{gathered}$
The jussive passive is yuṣabba, yuṣabbi or yuṣbab
55.6 Like the passive participle, the imperfect passive is often used in the sense of what "can be, should be, might be, is to be done."

$$
\begin{aligned}
& \text { 'a-ja'alnā min dūnir- Have we made, other } \\
& \text { آلهة يعبدون rahmāni’ālihatan } \\
& \text { yu'badūna }
\end{aligned}
$$

> gods to be worshipped?
> That is not said / should not be said / is not to be said / cannot be said.

56 The Energetic Mood. The energetic mood, used for emotionally charged and rhetorical statements, is formed by suffixing -nna to the subjunctive forms that end in $-a$. The - $i$ of the 2nd fem. sing. is shortened to -inna; the dual forms become -ānni; masc. plurals shorten the $-\bar{u}$ of the jussive to -unna; feminine plurals in -na become -nänni.

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| 3 m | يتتلن yaqtulanna | يقتلان- yaqtulānni | يتتلن ${ }^{\text {ي }}$ yaqtulunna |
| f | تعتلن" taqtulanna | - تقتلان taqtulānni | "يقتلنان yaqtulnānni |
| 2 m | تقتلن | " | تقتلن" taqtulunna |
| $f$ | تقتلن" taqtulinna | " | كقتلنان |
| 1 c | 䉼 'aqtulanna |  | ' naqtulanna |

The most common uses of the energetic mood are (1) with la- to indicate absolute determination

$$
\text { لأتتلنّك } l a \text {-'aqtulannaka I shall kill you!! }
$$

and (2) with $l \bar{a}$ to indicate a forceful negative jussive.

$$
\begin{array}{cc}
\text { لا يغرنّكم الشيطان lā yağurrannakumu } \\
\text { يك_sayṭānu }
\end{array} \begin{gathered}
\text { By no means let the } \\
\text { devil deceive you! }
\end{gathered}
$$

56.1 The apocopated form of the energetic is formed by deleting the final -na syllable from the energetic. The inflection is defective in that forms ending in -änni in the regular paradigm are not apocopated.

| 3 m | يقتلن yaqtulan | - - | يقتلن. | yaqtulun |
| :---: | :---: | :---: | :---: | :---: |
| f | تقتلن taqtulan | - - | - | - |
| 2 m | تُقتلن taqtulan | - - | تقتلن | taqtulun |
| f | تقتلن taqtulin | - - | - | - |
| 1 c | اقتلن 'aqtulan | - - | نقتلن | naqtulan |

Koranic orthography sometimes writes the apocopated energetic as though it were the indefinite accusative ending.
la-yakünan ka-ðälika It will surely be thus.

## Vocabulary

$$
\begin{aligned}
& \text { بدا } b a d a ' a ~(a) ~ b a d ' \text { - begin, start (bi- with) } \\
& \text { خغى xafā (i) xafā'- hide, conceal ('alā from) } \\
& \text { عاش 'āsa (i) 'ayš- live }
\end{aligned}
$$

## INTRODUCTION TO KORANIC ARABIC

'arafa (i) ma'rifat- know (connaître), recognize
قتل qatala (u) qatl-kill
ورد warada (i) wurūd- reach, arrive at (+ acc.); appear, show up

## NOUNS AND ADJECTIVES

bāb-pl 'abwāb-gate, door
بعيد $b a^{\prime} i d$ - far, distant
sabil-(masc. \& fem.) pl subul-way, path; fí sabili llăhi in God's cause
كنز/كنوز kanz-pl kunūz-treasure
مثل/امثال maAal-pl 'amөāl-likeness, parable, simile; maӨalu X ka-maӨali $Y$ " X is like Y "
مطر/امطار mațar- pl 'amt̄är-rain
ميّت/اموات ،موتى mayyit- pl -ūnal' amwāt-/mawtā dead

## OTHER

على ما..alā mä...'alayhi according to how

## Exercises

(a) Give the passive of the following verb forms:

| \% Pr | 17 17 تسال | 1 ا 1 تدلين | 17 تجل | 1 |
| :---: | :---: | :---: | :---: | :---: |
| Fr | يقتلن iv | Ir 1 يخفون | V | r |
| ت r r | 1 1 1 تامر | \|r 1 I | 1 ^ | r |
|  | 19 11 1 يبعثون | عا 1 تا تجدان | 9 ${ }^{\text {1 }}$ | ع أعبد |
| ro | ن. | 10 | - 1 تحنعن | ه ترون |

(b) Read and translate:
ا يُبُعث كل عبد على ما مات عليه.
r ياتى اقوام ابواب الجنة فيعولون هالم يعدنا ربنا ان نرد النار؟" فيقال

$$
\begin{aligned}
& \text { "مررتم عليها وهى خامدة1". }
\end{aligned}
$$

$$
\begin{aligned}
& \text { ع كـا تعيشون نكذلك تموتون فكذلل تُحشرون². } \\
& \text { ه قال كذلك اتتل آياتنا فنسيتها وكذلك اليوم تُنسى• } \\
& \text { ا كنت كنزاً مخفياً واحببت³ ان أُعرف فخلقت الحلت لكى أُ أعرف (حديث } \\
& \text { تدسى } \\
& \text { V }
\end{aligned}
$$

$$
\begin{aligned}
& \text { a إن أدرى أقريب ام بعيد ما توعدنـ • } \\
& \text { • } 1 \text { فلا تغرتّتكم الحياة الدنيا ولا يغرنّكـم باله الغرور. } \\
& \text { الن الملائكة لا يعصون الله ما امرهم ويفعلون ما يؤمرون. } \\
& \text { Ir } 1 \text { من ينعل ذلك نقد ظلم نغسه. } \\
& \text { r } 1 \text { بنى الاسلامُ على خـس } \\
& \text { ع } 1 \text { وكان رسول الله اذا ذكر احداً بدعانٌ بدا بنفسه. }
\end{aligned}
$$

(c) Translate into Arabic:

1. It cannot be concealed from us that judgment was passed upon the innocent.
2. When we visited the sick, we wept over them.
3. Can the knowledge of the prophets be inherited?
4. If the lying infidel had come in God's cause, he would wish to be recognized.
5. If the people of the city are deceived, will they testify truthfully?
6. The first one who ('awwalu man) laughed was Adam.
7. I shall most certainly bring indisputable evidence, and I shall assuredly testify that you killed your brother.
[^44]
## Lesson Twenty-Three

57 A Preface to the Increased Forms of the Verb. All verbs introduced so far belong to the unaugmented, or base, form of the Arabic conjugational system. That is, each consists of a simple stem with personal prefixes and/or suffixes in conformity with the inflectional patterns. According to set patterns, other verbs can be made from the simple stem, or radical, by means of prefixes, infixes and changes in the radical itself. The verbs so produced are known as the increased conjugational forms, of which there are nine in common use. Few base radicals are actually increased to more than a few of the potentially available forms.

The nine increased forms were named by Arabic grammarians after the patterns that would be assumed by the root $\sqrt{F}^{6}$; western lexicographers of Arabic have numbered these forms according to the traditional order (not the order in which they will be introduced in this book), which is:

| I | FA'ALA | VI | تغاعل | TAFA'ALA |
| :---: | :---: | :---: | :---: | :---: |
| III | FA"ALA | VII | انغسل | INFA'ALA |
| III | FĀ ${ }^{\text {cala }}$ | VIII | افتّل | ifta'ALA |
| IV | 'AF'ALA | IX | افعل | IF'ALL |
| V | TAFA"ALA | X | استفل | ISTAF'ALA |

Form I is the base, or ground, form of the verb and will be referred to henceforth as the "G-form," the Semitic designation, from Grundstamm ('base stem').

Most if not all verbs of the G-form are also found in at least one of the increased types, but no radical is attested in all ten forms. There are also a good many radicals that occur in several of the increased forms for which there is no known G-form, although in nouns and adjectives the radical may be well represented.

58 Medio-Passive Verbs: Form VII. Characteristic of the mediopassive Form VII is the prefix $n$ to the radical consonants. The base form is INFA' ALA.
58.1 Synopsis of Form VII, with example from VQT':

| PERFECT | انْفعل infa'ala | انْطع inqata'a |
| :---: | :---: | :---: |
| IMPERFECT | ينفعل yanfa'ilu | ينقطع yanqati'u |
| SUBJUNCTIVE | ينفعل yanfa'ila | ينقطع yanqati'a |
| JUSSIVE | ينفعل yanfa'il | يـنقطع yanqatil |
| PARTICIPLE | هنفعل munfa'il- | منقطع munqati |
| VERBAL NOUN | النْعال infi'al- | انتطاع inqitā ${ }^{\text {a }}$ |

Since the intrinsic meaning of Form VII is the medio-passive of the G-form, there are no passive forms within the class. All patterns are active in form but middle, or medio-passive, in meaning. The medio-passive Form VII differs in signification from the true passive (FU'ILA/ YUF'ALU) in that the agency of the action is completely disregarded in the medio-passive. It is true that personal agents cannot be expressed in the true passive-nor, for that matter, with Form VII; nonetheless, the fact of there being an agent is inherent in the true passive. In a sentence such as
قطع رأسه quti'a ra'suhu His head was cut off.
the agency of an executioner-or at least an instrument such as a sword-is very much in the mind of the speaker, while in the mediopassive construction
انتطع رأسه inqata'a ra'suhu His head got cut off.
the activity/passivity of the verbal notion does not pertain. What is of importance is the result, the fact that a head was severed from a body. Another illustration of the distinction between the G-form passive and
the Form VII medio-passive is in the two senses of the English verb "to break," which functions as both active ("to break something") and middle ("for something to break"). The G-form active construction
كسر الكاس kasara l-ka'sa He broke the goblet.
gives a G-form passive of
كسر الكاس kusira l-ka'su

## The goblet was bro-

 ken.implying that it was broken by somebody. The Form-VII construction
انكسر الكأس inkasara l-ka’su The goblet broke.
implies that the goblet got broken somehow, regardless of agency, at some point in the past and is still broken, so a translation of "the goblet is broken" would fit some contexts better than "the goblet broke" or "the goblet was broken."

| SUMMARY OF PASSIVE FORMS: |  |
| :---: | :---: |
| G-FORM PERFECT PASSIVE |  |
| kusira l-ka'su | The goblet was broken (by someone at some point in the past) |
| MEDIO-PASSIVE PERFECT |  |
| inkasara l-ka'su | The goblet broke / got broken (at some point in the past, agency irrelevant) / is (now in a state of having been) broken. |
| G-FORM IMPERFECT PASSIVE |  |
| yuksarul-ka'su | The goblet can be broken. |
| MEDIO-PASSIVE IMPERFECT |  |
| yankasiru l-ka'su | (As a general rule,) the goblet will break (if you drop it). |

## G-FORM PASSIVE PARTICIPLE

'inna l-ka'sa maksūrun

## MEDIO-PASSIVE PARTICIPLE

'inna l-ka'sa munkasirun

The goblet is broken (it was broken by someone in the past and it is now broken).

The goblet is breakable / is liable to be broken.

A significant distinction between the G-form and Form vir lies in the verbal noun. The verbal noun of the G-form can be either active or passive in signification, depending upon the sense and context, while the verbal noun of Form VII is passive only. For example, hazmuhu (< hazama 'to rout, defeat') can mean either "his defeat (of someone else)" or "his defeat (by someone else)"; the Form VII verbal noun, inhizāmuhu can only mean "his defeat" in the passive sense of "his having been defeated" by someone.
58.2 Form VII: Doubled Verbs. The second and third radicals of doubled verbs fall together in what should be a familiar pattern. Example from $\sqrt{ }$ ŠQQ 'to split':

| PERFECT | انْفل infalla | انشت inšaqqa |
| :---: | :---: | :---: |
| IMPERFECT | ينغل yanfallu | ينشتّ yansaqqu |
| SUBJUNCTIVE | ينْغل yanfalla | يـنشت yansaqqa |
| JUSSIVE | ينفل yanfalla/i | ينشت" yansaqqa/i |
|  | ينفلل yanfalil | ينشقت yanšaqiq |
| PARTICIPLE | منغل munfall- | منشتّ munsaqq- |
| VERBAL NOUN | انفلال infilāl- | انشعات insiqāq- |

## Vocabulary

طلت VII intalaqa depart, go on, proceed on one's way, move freely
شَ $\begin{gathered}\text { aqqqa (u) } \\ \text { saqqq- split, cleave; VII inšaqqa be split }\end{gathered}$ apart, cloven asunder
غeğafala (u) ğaflat-neglect, be unmindful ('an of)

INTRODUCTION TO KORANIC ARABIC

## LESSON TWENTY-THREE

qaṭa'a (a) qat'- cut; VII inqata'a get cut off قلب qalaba (i) qalb-turn around, turn upside down; VII inqalaba return, turn back, be changed
, wada'a (a) wad'- put down, lay aside
NOUNS
جناح junāh-a sin ('alā) for someone ('an + subj.) to do something
حذر hiör-precaution; 'axaða hiðrahu take one's precaution


عقب/اعقاب
مكان/|مكنة makān-pl'amkinat-place
OTHERS
la'alla (+ noun in the acc. or encl. pron.) perhaps
وراء warä'a and min warä'i (+ gen.) behind, beyond, the other (far) side of
IDIOM
انتلب على عقبي inqalaba 'alā 'aqibayhi he turned back on his heels, retraced his steps, went back to where he came from

## Exercises

(a) Give the perfect and imperfect (3rd masc. sing.), participle and verbal noun of Form VII for the following roots. Also give the meaning of each.

1. تطع 'cut'
2. دنع 'push'
3. عقد 'tie up'
4. كسر 'break'
5. "شُ 'split'
6. بسط 'spread'
7. تلع 'uproot'
8. 'حط 'lower'
9. فجر 'burst'
(b) Read and translate:

$$
\begin{aligned}
& \text { ع وما محمد الا رسول قد ماتت من قبله الرسل. أفإن مات او قتل انقلبتم } \\
& \text { r واذا كنت فى الكافرين فتمت الى الصلاة فلتقم طائفة من المؤمنين معل } \\
& \text { ولياخذوا اسلحتهم • فاذا سجدوا فليكونوا من ورائكم ولتأت طانفة اخرى }
\end{aligned}
$$

```
    ولياخذوا حذرهم واسلحتهم. ود" الذين كغروا لو تغفلون عن اسلحتكم
رامتعتكم . ولا جنأ عليكم ، إن كان بكم اذى1 من المطر او كنتم مرضى ،
                ان تضعوا اسلحتكم رخذوا حذركم
```



```
        ع قد انطلت المرء واخوه حتي قربا شجرة وضعا متاعهما قريباً منها .
            ه اذا انشقَت السهاء كان المره اليوم الآخر قريباً .
ج ان الذى فى النار ياتيه الموت من كل مكان ، وما هو بميت، ومن ورانه
                                    عذاب عظلم
    والذين اتاهم الكتاب يعرفونه كـا يعرفون ابناءهم
```



```
                                    اذا انْقلبوا الى اهلهم .
```



(c) Translate into Arabic:

1. When they recognized him they forbade him to proceed on his way to the distant city of his brothers.
2. It was not possible for me to retrace my steps, so I laid down my arms until they should come to me.
3. The idol your fathers worshipped does not harm anyone, but if you do not put it aside you will be among the cursed.
4. If a band of the enemy approaches us, let us kill them.
5. If you do not depart, you will be cut off from ('an) the land of your people.
6. Let them live in a distant land, and let them not come to our gates.
[^45]
## Lesson Twenty-Four

59 Reflexive/Medio-Passive Verbs: Form VIII. Characteristic of the reflexive/medio-passive Form VIII is the infixation of $-t$ - between $\mathrm{C}_{1}$ and $\mathbf{C}_{2}$. The base pattern is IFTA'ALA.

Form VIII is properly the reflexive medio-passive of the G-form. In this case the reflexive consonant $t$, which will be met in other reflexive forms, is infixed between $\mathrm{C}_{1}$ and $\mathrm{C}_{2}$. Examples of the normal connotive range of this form are: mala' $a$ 'fill' (transitive) $>$ imtala' $a$ 'fill (middle, intransitive), get filled up'; nafa'a 'avail' (transitive) $>$ intafa'a 'avail oneself' (reflexive). The reflexive sense of Form vili often results in intransitive verbs that require prepositions for complements, whereas the G-forms take accusative complements, e.g., sami 'a 'hear' > istama'a liI'ilä 'hear (for oneself), listen to'; qariba 'approach' > iqtaraba 'ilā 'draw near to.' A good many verbs of this form, especially those with a reflexive connotation, remain transitive and hence may occur in the passive, as nazara 'look' > intazara 'expect' and 'axaða 'take' > ittaxaza 'take unto oneself, adopt.'

### 59.1 Synopsis of Form VIII.

|  | ACTIVE | PASSIVE |
| :---: | :---: | :---: |
| PERFECT | افتعل ifta'ala | افتعل uftu'ila |
| IMPERFECT | يفتعل yafta'ilu | يفتعل yufta'alu |
| SUBJUNCTIVE | يفتعل yafta'ila | يفتعل yufta'ala |
| JUSSIVE | يفتعل yafta'il | يفتّل yufta'al |
| IMPERATIVE | افتعل ifta'il | - - |
| PARTICIPLE | مفتعل mufta'il- | مغتعل mufta'al- |

VERBAL NOUN
ift'‘āl
Example from $\sqrt{N} N$ :

| PERFECT | intazara |  | untuzira |
| :---: | :---: | :---: | :---: |
| IMPERFECT | ينتظر yantaziru | ر | yuntazaru |
| SUBJUNCTIVE | ينتظر yantazira | يتظر | yuntazara |
| JUSSIVE | ينتظر yantazir | رِّر | yuntazar |
| PARTICIPLE | منتظر muntazir- |  | muntazar- |
| VERBAL NOUN | انتظار |  |  |

Note that all initial alifs produced in this form are elidible.
59.2 Assimilation of $\mathrm{C}_{1}$ to the $t$-infix. The consonants listed below assimilate or are assimilated to the $t$-infix of Form VIII:
(1) $\mathrm{C}_{1} t$ is quite regular in its formation, but the resulting doubled - $t t-$ is written with šadda:

$$
\text { ل } T B^{\prime}>i t t a b a^{\prime} a
$$

(2) $\mathrm{C}_{1} w$ assimilates to the $t$-infix, giving $-t t$ - in all patterns of the form:

$$
\text { ل } \text { لWHD > ittahada (for *iwtahada) }
$$

(3) $\mathrm{C}_{1} t, \mathrm{C}_{1} d$ and $\mathrm{C}_{1 z}$ all assimilate the $t$-infix to themselves:

$$
\begin{aligned}
& \text { ط } \sqrt{T L}>\text { > ittiala'a (for *ittala'a) } \\
& \text { 帾 }
\end{aligned}
$$

(4) $\mathrm{C}_{1} \delta$ is changed to $d$, which then assimilates the $t$-infix:

$$
\begin{aligned}
& \text { ذكر > ادكر }
\end{aligned}
$$

(5) $\mathrm{C}_{1} s$ and $d$ velarize the $t$-infix to $t$ :

$$
\begin{aligned}
& \text { ( } \sqrt{\text { ص } S H B>i s t ̣ a h a b a ~(f o r ~ * i s t a h a b a) ~} \\
& \text { ض } \operatorname{V} \text { > } D R R>\text { idtarra (for *idtarra) }
\end{aligned}
$$

(6) $\mathrm{C}_{1} z$ voices the $t$-infix to $d$ :

$$
\text { زهر > ازدهر } \sqrt{\text { شر }} \text { ZHR > izdahara (for *iztahara) }
$$

59.3 A few $\mathrm{C}_{1}^{\prime}$ roots behave as though they were $\mathrm{C}_{1} w$ in the production of Form VIII, notably

Most $\mathrm{C}_{1}$ ' roots give quite regular forms, as

$$
\begin{aligned}
& \text { ل'LF > i'talafa }
\end{aligned}
$$

## Vocabulary

أخذ VIII ittaxað $a$ adopt
تبع tabi'a (a) taba'-Itabā'at- follow; VIII ittaba'a follow, heed, pursue
ترك taraka (u)tark- leave, abandon
قرب VIII iqtaraba draw near ('ilā to)
مشى mašä(i) mašy-walk, go on foot
So mala' $a$ (a) mal' - fill; VIII imtala' $a$ be filled, full ( $m i n$ or $b i$ - of)
نفع nafa'a (a) naf'- be of benefit to (acc.), avail; VIII intafa'a make use, avail oneself (min or $b i$ - of)
NOUNS
جميع jami'- total, whole, entirety
سلام salām- peace, well-being
'ijl-pl 'ujūl-/'ijalat-calf
 bles
نهار nahār-day (as contrasted to night)

## OTHERS

اذاً، 'iðan then, therefore
عسى أن 'asā'an (+ subj.) perhaps

## PROPER NAME

جهنم jahannamu (fem) Gehenna, Hell

## Exercises

(a) Produce the forms requested for Form VIII:

|  | FORM VIII <br> ROOT | MEANING |
| :---: | :--- | :--- |$\quad$ FORM TO PRODUCE

(b) Read and translate:

$$
\begin{aligned}
& \text { ا انا مع عبدى حين يذكرنى فان ذكرنى فى نفسه ذكرته فی نغسى وان ذكرنى } \\
& \text { فى ملا ذكرته فى ملا هم خير هنهر وان اقترب الى شبراً اقتربت اليه ذراعاً } \\
& \text { ران اقترب الى ذراعأ اقتربت اليه باعاً فان اتانى يمشى اتيته هرولةً } 2
\end{aligned}
$$

[^46]\[

$$
\begin{aligned}
& \text { r r اذ قال بوسى يا توم انكم ظلمتم انفسكم باتخاذكم العجل معبوداً . } \\
& \text { r r r r } \\
& \text { ع } \\
& \text { ه يا اهل الكتاب تد جاءكم من الله نور وكتاب مبين يهدى به الل من اتّع }
\end{aligned}
$$
\]

v تال نوح "يا رب، انى دعوت تومى ليلّا ونهاراً وانى كلما دعوتهم لتغنر لهم
جعلوا اصابعه نی آذانهم". 4
^ اولم يروا ان الشا الذى خلقهم هو اشد منهم قوة؟

- يغعلون
r r i اولنك عسى اله ان يعغو عنهم.
(c) Translate into Arabic:

1. A band of strong nobles passed by a city on the people of which the enemy had had no mercy; and when they looked and saw, they wept.
2. The devout (man)'s house was filled with the light of faith.
3. Be not unmindful of God's mercy lest you dwell in Gehenna until the end of your days.
4. If flight will not avail you, it is no $\sin$ for you to lay down your arms.
5. At the time when I advised him, I did not know that he would make use of my words to harm me.
6. Let him turn back on his heels; perhaps we may follow him and find his tribe.
7. Before the prophet, the idols of Mecca had been adopted as gods.
[^47]
## Lesson Twenty-Five

## 60 Forms VII and Viii: Hollow and Weak-Lam Verbs. In

Forms VII and ViII of both hollow and weak-lām verbs the distinction between $w$ and $y$ in the root is obscured in that the two weak letters behave in exactly the same manner. This is the case in almost all increased forms; the few exceptions will be duly noted.
60.1 Synopsis of the hollow verb ( $\mathrm{C}_{2} w / y$ ), Form VII, example VsWQ:

| PERFECT | إنغال infāla | النسات insāqa |
| :---: | :---: | :---: |
| IMPERFECT | ينفال yanfälu | ينسات yansäqu |
| SUBJUNCTIVE | ينفال yanfäla | ينسات yansäqa |
| JUSSIVE | ينفل yanfal | ينسق yansaq |
| IMPERATIVE | اننّل infal | انست insaq |
| PARTICIPLE | منفال munfăl- | منساق munsāq- |
| VERbAL NOUN | انفيال infyal- | انسياق insiyāq- |

60.2 Synopsis of the hollow verb ( $\mathrm{C}_{2} w / y$ ), Form viII:

|  | ACTIVE | PASSIVE |
| :---: | :---: | :---: |
| PERFECT | انتال iftāla | افتيل uffila |
| IMPERFECT | ينتال yaftalu | يغتال yuftälu |
| SUBJUNCTIVE | ينتال yaftàla | يفتال yuftäla |
| JUSSIVE | ينتل yaftal | يغتل yuftal |
| IMPERATIVE | iftal |  |


Example from $\sqrt{X Y R}$ :

| PERFECT | اختار ixtāra | ختير | uxtira |
| :---: | :---: | :---: | :---: |
| IMPERFECT | يختار yaxtäru |  | yuxtäru |
| Subjunctive | يختار yaxtāra |  | yuxtāa |
| JUSSIVE | يختر yaxtar | تخت | yuxtar |
| ImPERATIVE | انتر ixtar |  |  |
| PARTICIPLE | , muxtār- |  | muxtār- |
| VERbal Noun | , |  |  |

## REMARKS:

(1) In both the perfect and imperfect of hollow verbs, weakness results in compensatory lengthening to $-\bar{a}$ - wherever possible. Inflection follows the model of näma (see $\S 18$ for the perfect, $\S 37.1$ for the imperfect). Note that the perfect stem for C-endings is infal- and iftal-, with shortening of the perfect vowel-there is no reversion to an "original" vowel in the increased forms as there is in the G-form.
(2) Forms VII and ViII produce only one participle each. Since Form VII is always intransitive, no passive participle can be made. Form VIII is often transitive, but the distinction between the active and passive participles is obscured ( ${ }^{*}$ muftayil $\rightarrow$ muftal-; ${ }^{*}$ muftayal $\rightarrow$ muftāl-).
(3) In the verbal noun of both VII and ViII the weak middle radical becomes $y$; original $w$ is changed to $y$ by the preceding $i$ vowel (VII *infiwäl- $\rightarrow$ infiyäl-; VIII $*$ iftiwäl- $\rightarrow$ iftiyāl-).
60.3 Synopsis of the weak-lām verb, Form VII, example $\sqrt{ } B G \not Y$ :

| PERFECT |  | انبنى imbağă |
| :---: | :---: | :---: |
| IMPERFECT | ا | ينبغى yambağı |
| SUBJunctive | ينغىى yanfa'iya | ينبنى yambağìa |
| JuSSIVE | ينغ ${ }^{\text {ينغ }}$ yanfa'i | ينبغ yambaği |


| IMPERATIVE | انفع infa'i | انبخ imbaği |
| :---: | :---: | :---: |
| PARTICIPLE | منف munfa'in | منبغ mumbağin |
| VERBAL NOUN | انفعاء infi ' ${ }^{\prime}$ '- | انبغاء imbiğă'- |

60.4 Synopsis of the weak-läm verb, Form ViII:

|  | ACTIVE | PASSIVE |
| :---: | :---: | :---: |
| PERFECT | ifta'ā | 俉 uftu'iya |
| IMPERFECT | يفتعى yafta'i | يفتعىى yufta'ă |
| SUBJUNCTIVE | يفتعى yafta'iya | يفتتعى yufta'ā |
| JUSSIVE | يفتع yafta'i | يفتّ yufta'a |
| IMPERATIVE | إنتع ifta'i | - |
| PARTICIPLE | مفتّ mufta'in | مفتّى mufta'an |
| VERBAL NOUN | انتعاء |  |

Example from $V_{B} G \not Y$ :

| PERFECT | اibtağā | اتتغى | ubtuğiya |
| :---: | :---: | :---: | :---: |
| IMPERFECT | يبتغى yabtağ | تِّغى | yubtağā |
| SUBJUNCTIVE | يبتغى yabtağiya | بِبّنّى | yubtağā |
| JUSSIVE | يبتغ | تغ | yubtağa |
| IMPERATIVE | ابتغ ibtaği |  |  |
| PARTICIPLE | مبتخ mubtağin |  | mubtağan |
| VERBAL NOUN | ابتغاء |  |  |

## REMARKS:

(1) The inflection of VII and VIII weak-läm verbs in both the perfect and imperfect follows the model of $r a m \bar{a}$ (see Appendix B).
(2) The active participles in -in are inflected on the model of hādin (see §27.2).
(3) The passive participles are inflected as follows:

|  | SINGULAR | DUAL | PLURAL |
| :---: | :---: | :---: | :---: |
| MASCULINE indefinite | . mufta'an | منتعيان mufta'ayäni | مغتعون mufta'awna |


| definite <br> oblique | مغتحى | mufta'ā | مغتميين | mufta'ayayni | منتعين | mufta'ayna |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| FEMININE | תin | mufta'āt- | منتعاتان | mufta'ätäni | منتعيات | mufta'ayat- |

(4) In the verbal noun the weakness of the third radical shows up as glottal stop (hamza); otherwise formation is regular.
(5) The passive inflection, both perfect and imperfect, follows the model of laqiya (see Appendix B).

## Vocabulary

بنى VII imbağā be proper, seemly ( $l i$ - for), be necessary (li-/'alā for); VIII ibtağ $\bar{a}$ (+ acc.) strive for, aspire to, desire
. jahila (a) jahl-be ignorant, not know, be foolish
خير VIII ixtāra choose, select (something, acc., 'alā over something else)
va VIII ihtadā be rightly guided, be shown the right way
وتى waqā (yaqi) wiqāyat- ward off, protect, guard someone/thing (acc.) from someone/thing (acc.); VIII ittaqā beware, be on one's guard, fear (God)
NOU̇NS

> صاحب/اصحاب
> نجم/نجوم najm-pl nujūm-star
> هویى/اهواء hawan pl 'ahwā' - lust, passion

## OTHERS

بعدما $b a^{\prime} d a-m \bar{a}\left(\min b a^{\prime} d i-m a ̈\right)$ after (conj.)
غْر ğayr- (+ construct) other than, non-, un-

PROPER NAMES
كنان kinānatu the Kinana tribe, which, together with Tamīm and Qays, formed Muḍar, one of the two great divisions of the northern Arabs
qurays- the Quraysh, the leading tribe of Mecca and subgroup of Kinana
hāSim- Hashim (ibn 'Abd-Manāf, great-grandfather of Muhammad)

## Exercises

(a) Produce the forms requested for Forms VII or VIII:

| ROOT | FORM | MEANING | FORM TO PRODUCE |
| :---: | :---: | :---: | :---: |
| دعو | VIII | 'claim' | act. part. |
| شوت | VIII | 'yearn' | act. part. |
| نهى | VIII | 'be finished' | pass. part. |
| قدو | VIII | 'emulate' | verbal noun |
| ميز | VIII | 'excel' | act. part. |
| شرى | VIII | 'buy' | 1st sing. subj. |
| قضى | VII | 'cease' | 3 masc. pl. juss. |
| صفو | VIII | 'choose' | pass. part. |
| عود | VIII | 'be accustomed' | 3 masc. sing. juss. |
| خفى | VIII | 'vanish' | masc. sing. imperative |
| حنى | VII | 'be bent' | act. part. |
| رضو | VIII | 'be pleased with' | pass. part. |
| وقى | VIII | 'be devout' | act. part. |
| سوت | VII | 'be driven' | 1 pl . perfect |

(b) Read and translate:

$$
\begin{aligned}
& \text { ا اصحابى كالنجوم فبايهم اقتديتم¹ اهتديتم (حديث نبوى) . } \\
& \text { r r ان اله اصطغى من ولد² آد ابرهيم وامطنى من ولد ابرهيم اسمعيل } \\
& \text { راصطفى من ولد اسمعيل بنى كنانة واصطفى من بنى كنانة قريشاً } \\
& \text { واصطنى من قريش بنى هاشم واصطغانى من بنى هاشم (حديث نبوى). }
\end{aligned}
$$

$$
\begin{aligned}
& \text { r انها يتبعون اهواءهم، ومن اضل مهن اتبع هواه غير هدى من الل؟ } \\
& \text { ان اله لا يهدى القوم الظالمين } \\
& \text { ع يا رب اغفر للذين اتبعوا سبيلك وتهم عذاب اليوم العظيم• }
\end{aligned}
$$

$$
\begin{aligned}
& \text { } 7 \text { يا ايها الناس اتقوا ربكم الذى خلقكم من نْس واحدة وابتغوا اليه } \\
& \text { السبيل } \\
& \text { v } \\
& \text { ^ يا ايها المؤمنون اتقوا الله يجعل لكم نوراً تـششون به ويغنفر لكم. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { • ا اتخذوا العجل معبوداً من بعدلا جاءتهم البيّنات فعفونا عن ذلك الك. }
\end{aligned}
$$

(c) Translate into Arabic:

1. We shall relate to you the news of those who travelled the earth.
2. I am not afraid of suffering loss when my companions are with me.
3. O oppressors who do not fear the torment, hell will be filled with the likes of you.
4. It is necessary that we not sleep in order to be on our guard.
5. When they drew near me I feared they would seize my goods and then (consequential) I would be among the losers.
6. If they had followed the way of the rightly-guided (one), they would have been shown the right way; but his words availed them not, and so they descended into the fire.

Reading Selection: Sūrat Maryam (19):85-96.

## Doomsday

$$
\begin{aligned}
& \text { يوم نحشر المتّقين الى الرحمن ونداً (هـ) } \\
& \text { ونسوت المجرمين الى جهنم ورداً (ی) }
\end{aligned}
$$

[^48]\[

$$
\begin{aligned}
& \text { لا يملكون الشفاعة الا من اتخذ عند الرحمن عهداً 1(Av) } \\
& \text { وقالوا اتخذ الرحمن ولداً (^^) }
\end{aligned}
$$
\]

$$
\begin{aligned}
& \text { أن دعوا للرحمن ولداً (a) } \\
& \text { وما ينبغى للرحمن أن يتخذ ولداً (ar) }
\end{aligned}
$$

$$
\begin{aligned}
& \text { لقد احصاهم وعدّهم عدآ (ع) }
\end{aligned}
$$

$$
\begin{aligned}
& \text { ان الذين آمنوا وعملوا الصالحات سيجعل لهم الرحمن ودآ (7) } 6 \text { (97 }
\end{aligned}
$$

[^49]
## Lesson Twenty-Six

61 Optative Constructions. Wishes contrary to fact are normally expressed by ( $y \bar{a}$ ) layta, which is followed by the pronominal enclitics (first person singular takes -ni) or a noun in the accusative. In verbal clauses the verb is generally in the perfect for the affirmative and lam + jussive for the negative.

$$
\begin{array}{cc}
\text { laytani kuntu tayran } & \text { I wish I were a bird } \\
\text { fa-'atira } & \text { so that I could fly. } \\
\text { yā layta rabbahu lam } & \text { Would that his Lord } \\
\text { yaxluqhu } & \text { had not created him! }
\end{array}
$$

62 Diminutive Pattern: FU‘AYL-. The diminutive pattern to which every triliteral noun is theoretically susceptible is FU‘AYL-. Feminine nouns add the feminine ending (FU'AYLAT-) even when the base noun does not have the -at- ending. The diminutive pattern is used for endearment as well as for denigration.

$$
\begin{aligned}
& \text { jabal-> jubayl- little mountain, hillock } \\
& \text { little / dear servant } \\
& \text { qabla>qubayla a little before (prep.) }
\end{aligned}
$$

$C_{3} w / y$ and biliteral roots substitute $y$ for the third consonant of the pattern.

$$
\begin{aligned}
& \text { ibn->bunayy- dear/little son } \\
& \text { dear father }
\end{aligned}
$$

With the addition of the first-person singular enclitic, these words become bunayya and 'ubayya; otherwise they are regular ('ubayyuka, bunayyuhu, \&c.).

Other, less common diminutive patterns are fu'ayyil- and fuway'il-.
63 Cardinal Numbers: 11-19. Review the numbers from 1-10 in $\S 38$. In the numbers from 11 through 19 , the units of 11 and 12 continue to be regular adjectives, while the units from 3 through 9 conform to the rule of chiastic concord given in $\S 38(4)$. The tens do not exhibit chiastic concord. With the exception of the dual ending in 12 , all numbers from 11 through 19 are indeclinable in $-a$. Things numbered are in the accusative singular following the number.


For the definite, either (1) the article precedes the entire construction

$$
\begin{aligned}
& \text { الاحد عشر ولد| al-'ahada 'ašara wal- the eleven boys } \\
& \text { adan }
\end{aligned}
$$

or (2) the indeclinable number follows the plural.
al-'awläd-l-'ahada the eleven boys 'ašara

## Vocabulary

جرى jarā (i) jary-/jarayān- flow (water), blow (wind); happen, come to pass
ضرب daraba (i) darb- strike, hit, smite; VIII idtaraba clash, be upset

كاد kāda (i) kayd- plot for the downfall of, conspire (liagainst)
NOUNS
hajar- pl 'ahjār-1hijārat- stone, rock
, ru'yā (fem) pl ru'an vision
طير/طيور tayr-pl tuyūr-bird (singular sometimes used as collective)
عصا/عصى 'aşan (fem) pl 'ușīy-/'ișiy- rod, staff
عقبى 'uqbā end, final outcome
قمر/اقمار qamar-pl 'aqmār- moon
אوكب/كراكب kawkab- pl kawäkibu heavenly body, star
nahr-pl 'anhār-l'anhur-river, stream

OTHER
تحت tahta, min tahti (+ gen.) beneath, below
$|\dot{|l|}|$ ' $i z \bar{a}$ (+ noun or pronoun) lo and behold
IDIOM
فرب مثلاً daraba maӨalan he gave as an example

## Exercises

(a) Give the Arabic:
1.11 stars
2. 16 other mountains
4. 15 sick women
5. 18 new houses
3. 19 rich (men)
(b) Give the Arabic:

1. would that we had heard
2. I wish I hadn't said that
3. would that he had chosen me
4. would that she had protected me
(c) Read and translate:
5. would that he hadn't forgotten
6. would that they ( f pl ) had not prevented us

## LESSON TWENTY-SIX

(c) Read and translate:

$$
\begin{aligned}
& \text { ا اذ قال يوسف لابيه ״يا ابتى ، اني رايت احد عشر كوكباً والشمس والقر }
\end{aligned}
$$

$$
\begin{aligned}
& \text { فيكيدوا للف كيدأ ان الشيطان للانسان عدو مبين". } \\
& \text { r }
\end{aligned}
$$

$$
\begin{aligned}
& \text { وما لهم من اله من وات . مثل الجنة التى وُعد المتّقن تجرى من تحا تحتها } \\
& \text { الانهار. دللٌ عقبى الذين اتقوا ، وعتبى الكافرين النار. } \\
& \text { ع يا ليتنى متّ قبل هذا ركنت منسياً . } \\
& \text { ه ضرب الش مثلاً للذين كفُروا امراة نوّ وامراة لونا لوط. كانتا تحت عبدين من } \\
& \text { عبادنا صالحين فخانتا هـا³ا }
\end{aligned}
$$

$$
\begin{aligned}
& \text { ضللت اذاً وما انا من المهتدين. } \\
& \text { ^ } 1 \text { ثلـا جاء موسى فرعون وقومه بآياتنا اذا هم منها يضصكون . }
\end{aligned}
$$

(d) Translate into Arabic:

1. The people of the city called upon the pious (men) to pass judgment between them and the unbelievers.
2. Oh, would that we had not been foolish and struck our friend with a stone!
3. God was pleased with the alms of the poor.
4. Whoever disobeys will see his deeds on the day of judgment.
5. It came to pass just as they had said.

[^50]6. Would that I had chosen a guide other than you, for then I would be on the right track.
7. Had I followed the stars and the sun and moon and not followed you, we would have found a river in which there flows much water.

## Lesson Twenty-Seven

64 Factitive Verbs: Form II. Characteristic of the factitive Form II is the doubling of the second radical consonant. The base pattern is FA"ALA.
64.1 The normal connotive range of meaning of Form II falls into three broad categories:
(1) The increase of a stative or intransitive G-form into Form II gives the verb a factitive sense, as kabura 'to get big / great' $>$ II kabbara 'to make great, magnify'; nazala 'to go down' > II nazzala 'to make (someone / something) go down, send / bring / take down.'
(2) For G-form verbs that are transitive, Form II makes factitive, intensifies, or specializes the meaning, as ðakara 'to recall' > II ðakkara 'to make (someone) recall, remind'; kaðaba 'to lie' > II kaðるababa 'to call (someone) a liar), consider (something) false.' Transitive G-forms may also become factitive with two objects, as 'alima 'to know' > II 'allama 'to make (someone) know (something), to teach.'
(3) Many denominative verbs, or verbs derived from nouns, do not have G-forms. Instead, they enter the verbal system as transitive at Form II, as ' $a \check{\partial} \bar{a} b$ - 'torment' > II 'aððaba 'to torment' and nūr- 'light' > II nawwara 'to make light, illuminate.' Other denominatives have Gforms, but Form II has a different signification, as $q i t^{\text {t }}$ at- ' ${ }^{\text {'piece, frag- }}$ ment' > II qatta'a 'to cut to pieces, hack off / up' (cf. G-form qata'a 'to cut').
64.2 Synopsis of Form II:

|  | ACTIVE | PASSIVE |
| :---: | :---: | :---: |
| PERFECT | فعّل"ala | نیّل fu'ila |
| IMPERFECT | يغتّل yufa'ilu | يفعّل yufa'alu |
| SUBJUNCTIVE | يغتّل yufa'ila |  |
| JUSSIVE | يفغّل yufa"il | يفتّل yufa"al |
| ImPERATIVE | فعّل fa"il | - - |
| PARTICIPLE | مفعّل mufa'il- | مغEّل mufa'al- |
| VERBAL NOUN | تفعيل (1) taf ${ }^{\text {(1 } l \text { - }}$ |  |
|  | تفعلة (2) taf'ilat- |  |

Example from $\sqrt{ }$ KBR:

| PERFECT | كبّ kabbara | كبر kubbira |
| :---: | :---: | :---: |
| IMPERFECT | يكبر yukabbiru | يكبّ yukabbaru |
| SUBJUNCTIVE | يكبّر yukabbira | يكبر yukabbara |
| JUSSIVE | يكبر yukabbir | يكبر |
| IMPERATIVE | كبر kabbir | - - |
| PARTICIPLE | مكبر mukabbir- | مكبّ mukabbar- |
| VERBAL NOUN | تكبير |  |

REMARKS:
(1) The characteristic vowel of the personal prefixes in the imperfect and all moods built upon the imperfect for Form II (as well as Forms III and IV, to be introduced later) is $u$, not $a$ as in the G-form and Forms VII and VIII.
(2) All passive forms are made in absolute conformity to the rules given in $\S 53$ and $\S 55$. Since the vowel of the prefixes in the imperfect active of this form is $u$, the only distinction between the active and passive of the imperfect is the vowel on the doubled second radical.
(3) In the imperative there is no necessity for a prosthetic alif since the removal of the personal prefix does not result in a consonant cluster.

## INTRODUCTION TO KORANIC ARABIC

LESSON TWENTY-SEVEN
(4) As in Form VIII-as in all increased forms-the characteristic vowel of participles is $-i$ - on the second radical for the active and $-a$ - for the passive.
(5) The normal verbal noun of Form II is TAF‘IL-. The second verbal noun (TAF'ILAT-) is reserved mainly for weak-läm ( ${ }^{W}$ WLY wallä $>$ tawliyat-, §65) and $\mathrm{C}_{3}$ ' verbs $\left({ }^{\prime}{ }_{B R}\right.$ ' barra'a $>$ tabri' at-); it is rarely used with other roots.
64.3 Weakness in Form II. The only "weakness" that needs to be treated as such in Form II is the weak-lăm verb, which will be given in §65. All other "weak" radicals, i.e., $\mathrm{C}_{1}$ w/y and $\mathrm{C}_{2}$ w/y, are retained in their original form, as $\sqrt{ } W S^{\prime}>$ II wassa'a / yuwassi' $u, \sqrt{ }$ XWF $>$ xawwafa / yuxawwifu, $\sqrt{S Y R}>$ sayyara / yusayyiru.
64.4 Here follows a selective list of verbs / roots already introduced that commonly produce a factitive Form II verb:

| برا make whole, exculpate | كلّب ك turn over (trs.) |
| :---: | :---: |
| خوْن cause to fear, scare | كذّب call a liar, consider false |
| سلّم سreet ('alā) | كبر magnify |
| wet in motion, make go | كثر increase |
| صدّ accept/declare as true | كرّم |
| طلّه divorce | - inform (bi- of / about) |
| - teach | نزلّ send / bring / take down |
| torment, punish | نور illuminate, make light |
| Fllow near, bring / take near | , expand |

## Vocabulary

## VERBS

> أذن 'aðina (a)'iðn-permit (li-) someone (bi-) to do something; II 'aððana give the call to prayer
سخر II saxxara subjugate
قرأ qara'a (a) qirä'at- recite, read aloud ('alā to)
مس massa (*masisa) (a) mass-/masis- touch

كل malaka (i) mulk- possess, rule, reign; II mallaka put in possession of, make king ('alā over)
د hāda ( $\bar{u}$ ) hawd-be Jewish, practice Judaism; II hawwada Judaize
NOUNS

| حسن | hasan- good, beautiful |
| :---: | :---: |
| نـ4/حسنات | hasanat- pl -āt-good deed |
| 20 | hamd- praise; al-hamdu lillăhi praise (be to) God |
| ن | $a l-q u r ' a ̈ n$ - the Koran |
| (ليك/ شركاء | sarīk- pl surakäu partner |
| ولى/اولياء | walìy- pl 'awliyä' $u$ friend, helper, supporter |
| مجوس ، مجوسى | majūs- (collective), majūsiyy- (sing.) Magian, adherent of Mazdaism |
| نصرانى/ نصارى | nașāniyy- pl nasārā Christian, follower of the Nazarene |

## Exercises

(a) Vocalize, read and translate:

$$
\begin{aligned}
& \text { • المدينة المنورة } \\
& \text {. } \\
& \text { ه المدن المسخرّ } \\
& \text { الأقطعن" "ايديكم } \\
& \text { كتاب منزّل من السهاء r } \\
& \text { ^ عشنا مكرمين } \\
& \text { ع r }
\end{aligned}
$$

(b) Read and translate:

$$
\begin{aligned}
& \text { ا ولئن سألته من خلت السموات والارض وسخّر الشـس والقمر ليقولن" } \\
& \text { "الل" }
\end{aligned}
$$

$$
\begin{aligned}
& \text { r } \\
& \text { ع لا جناح عليكم إن طلَتَتم النساء ما² لم تمسّوهن • } \\
& \text { ه انه لذو علم لما علّمناه رلكن اكثر الناس لا يعلمون. }
\end{aligned}
$$

[^51]
## INTRODUCTION TO KORANIC ARABIC

$$
\begin{aligned}
& \text { جان كذّبوكُ نقد كُذْب رسل من قبلك نقل ربكم ذو رحمة راسعة. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { تجهر بصلاتك ولا تخافت بها وابتغ بين ذلك سبيلاً وتل الحمد لل الذى الـى لم } \\
& \text { يتخذ ولداً ولم يكن له شريك فى الملل ولم يكن له ولى من الذلّ وكبرْ } \\
& \text { 1. تكبيراً } \\
& \text { ^ لا جناح عليهن فى آبائهن ولا ما ملكت ايمانهن2 واتقين الله. ان الله ليشهد } \\
& \text { على كل شیء } \\
& \text { Q أنْبُكم بخير من ذلك. للذين اتُقوا عند ربهر جنات تجرى من تحتها الانهر } \\
& \text { خالدين فيها } \\
& \text {. } 1 \text { كل مولود يولد على الفطرة3 فأبواه يهودانه او ينُصرانه او يمجّسانه. } \\
& 11 \text { إن نعف عن طائفة منكم نعذب طائفة. }
\end{aligned}
$$

(c) Translate into Arabic:

1. Do you (m pl) worship, to the exclusion of God, a stone that possesses for you neither benefit nor harm?
2. Teach us of that which you have been taught.
3. He who does a good deed, the angels record ("write") for him ten like it.
4. When the messenger took the king's order down to the city, the people conspired against him, struck him and killed him, and he had no helper.
5. He scares us when he recites to us the final end of this world, when God will set the mountains in motion.
6. We have been promised beautiful gardens beneath which flow rivers.
7. I wish your father would allow you near, but he calls you a liar and you will never inherit from him.
[^52]
## Lesson Twenty-Eight

65 Form II: Weak-Lâm Verbs. The weak-läm verb ( $\mathrm{C}_{3} w / y$ ) is the only type to be treated as weak in Form II. The synopsis given below will reveal patterns of weakness familiar from Forms VII and VIII.

|  | ACTIVE | PASSIVE |
| :---: | :---: | :---: |
| PERFECT | فنیى $f a^{* \prime} \bar{a}^{\text {a }}$ | فعَى fu'iya |
| IMPERFECT | يفغىى yufa"il | يفغّى yufa''à |
| SUBJUNCTIVE | يغنى yufa"iya | يفغّي yufa'ā |
| JUSSIVE |  |  |
| IMPERATIVE | فع $f a^{\prime \prime} i$ | - - |
| PARTICIPLE | مف\% mufa'in | 'منعى mufa"an |
| VERBAL NOUN | تفعية |  |

Example from $\sqrt{W L Y:}$

| PERFECT | , wallā | wulliya |
| :---: | :---: | :---: |
| IMPERFECT | يولى yuwalli | يولى yuwallā |
| SUBJUNCTIVE | يولى yuwalliya | يولى yuwallä |
| JUSSIVE |  | يول yuwalla |
| IMPERATIVE | , walli | _ - |
| PARTICIPLE | مول muwallin | مولى muwallan |

VERBAL NOUN تولية tawliyat-

## REMARKS:

(1) The perfect active is inflected like ramā; the perfect passive is inflected like laqiya (see Appendix B).
(2) The imperfect active is inflected on the model of yarmi; the passive on the model of yalqā (see Appendix B).
(3) The subjunctive and jussive are formed exactly like those of Form VIII, as are the imperative and participles.
(4) Weak-läm verbs use the second verbal noun. Note that the $y$ is not doubled.
(5) As in Forms VII and VIII, the distinction between original $y$ and $w$ in $\mathrm{C}_{3}$ is entirely obscured.

66 The Pronominal Enclitic Carrier; Double Pronominal Objects.
66.1 Certains verbs, such as "to give" and "to teach," take two objects (in English they are called direct and indrect objects, but in Arabic the distinction is not relevant). In Koranic Arabic, when the two objects are different persons and pronominal, both pronominal enclitic objects may be added to the verb, in which case the first-person pronoun precedes the second, which precedes the third. For example:

$$
\begin{array}{ll}
\text { علَدكها 'allama-ka-hu } & \text { he taught it to you } \\
\text { 'انسانيها 'ansā-ni-hā } & \text { he made me forget it }
\end{array}
$$

In post-Koranic Arabic the use of the double-enclitic object was replaced by and large with the pronominal carrier ايا 'iyyāa-, a particle that supports the second of two pronominal enclitic objects, e.g.

$$
\begin{aligned}
& \text { علَّك ايّاه 'allamaka'iyyā-hu he taught it to you } \\
& \text { he made me forget it }
\end{aligned}
$$

66.2 'Iyyä- occurs in Koranic Arabic primarily as a pronominal carrier for pronouns that have been separated from the verb for rhetorical force.
'iyyäka na'budu Thee do we worship.

$$
\begin{aligned}
& \text { certainly slay you! }
\end{aligned}
$$

'Iyyā-also supports enclitic pronouns that for some reason cannot be attached to the verb. In the following example the carrier is used because, whereas the independent subject pronouns occur after 'illä, the enclitic pronouns do not, and the pronoun here is direct object of the verb, hence necessarily enclitic:

$$
\begin{array}{cl}
\text { ضلَ من تدعون الا ايًاه } \begin{array}{c}
\text { dalla man tad'ūna } \\
\text { 'illā 'iyyāhu }
\end{array} & \begin{array}{l}
\text { All those whom you } \\
\text { invoke besides Him } \\
\text { are lost. }
\end{array}
\end{array}
$$

In the following example the carrier is used because the independent pronoun cannot occur as a complement of 'inna:

$$
\begin{aligned}
& \text { لنتى وايًاك اولياء بعضنا 'innani wa-'iyyāka You and I are sup- } \\
& \text { 'awliyā'u ba'dunā } \\
& \text { li-bádin } \\
& \text { porters of each } \\
& \text { other. }
\end{aligned}
$$

## Vocabulary

## VERBS

بسط basata (u) bast- spread, stretch out (trs)
رجع $\quad$ رجع
زنى zan $\bar{a}(\bar{i})$ zinan/zin $\vec{a}$ ' fornicate, commit adultery
سمى II sammā name, stipulate (denominative from ism-)
صلو II ṣallā pray ('alā for), perform the ritual prayer
طلع tala'a (u) țulū'- rise (sun, moon, \&c.); VIII itttala' $a$ be informed ('alā of), observe ('alā) something closely
وجه II wajjaha make someone/thing (acc.) face/turn (li-/'ila toward); VIII ittajaha turn towards, set out ('ilă for)
لى, II wallä turn aside/away (minl'an from)'; put someone (acc.) in charge of (acc.)
NOUNS
ajal- pl 'ājāl- term, appointed time, instant of death

[^53]
## INTRODUCTION TO KORANIC ARABIC

al-'islām- Islam
حت /حقوت haqq- pl ḥuqūq-right, truth
, ra's- pl ru'ūs- head
شهال simāl-north; (fem) left (hand)
غُريب/غرباء ğarlb- pl ğurabä'u strange, foreign
وجهاوجوه wajh- pl wujūh- face
يمين/ايمان $\quad$ و $\quad$ وamin- pl 'aymän- oath; (fem) right (hand)

## OTHERS

اينما 'ayna-mā (+ perf. or juss. as conditional type) wherever
ค $\theta$ amma there, in that place
م Oumma then, next, afterwards
طوبى لـ

## Exercises

(a) Produce the following forms for Form II

1. $\sqrt{S M Y}$
(1) masc. sing. act. part.
(3) 1 sing. juss.
(2) verbal noun
(4) masc. pl. pass. part.
2. $\sqrt{W L Y}$ (1) fem. sing. pass. part.
(3) masc. pl. act. part
(2) 3 fem. pl. imperf.
(4) 3 masc. pl. pass. subj.
3. $\sqrt{ } S L W$ (1) masc. sing. imperative
(3) fem. sing. act. part.
(2) fem. pl. pass. part.
(4) 3 fem. sing. perf.
(b) Read and translate:

$$
\begin{aligned}
& \text { ا سخر الشمس والتمر كل يجرى الى اجل مستى. كذللـ سخْرها لكم } \\
& \text { لتكبروا الل على ما هداكم } \\
& \text { r ونْلَّبه ذُات اليمين وذات الشدال وكلبهم باسطٌ ذراعيه بالوصيد . لو اطلّعت } \\
& \text { 1. عليهم لولَّيت منهم فراراً ولملئت منهم رعباً } \\
& \text { r ولل المشرت والمغرب فاينما تولوا فثم وجه اللـ } 2
\end{aligned}
$$

[^54]\[

$$
\begin{aligned}
& \text { ع ان اله وملانكته يصلَّن على النبى. يا ايها المُمنون ملَّوا عليه وسلَموا } \\
& \text { تسليماً } \\
& \text { ه ما تعبدون من دونه الا اساء سميتموها انتم وآباوزكم. } \\
& \text { ฯ ويقول الله للملانكة "أهولاء اياكم كانوا يعبدون ؟" }
\end{aligned}
$$
\]

$$
\begin{aligned}
& \text { • ا قل لعبادى يقولوا التى هى احسن. }
\end{aligned}
$$

$$
\begin{aligned}
& \text { rir ا وليشهد عذاب الزانى والزانية طائفة من المؤمنين. } \\
& \text { Ir } 1 \text { حكوا عليه بالموت فانقطع راسه. } \\
& \text { 2. } 1 \text { ان الاسلام بدأ غريباً وسيعود غريباً نطربى للغرباء } 1 \text { ان }
\end{aligned}
$$

(c) Translate into Arabic:

1. If she turns away from us, we will forbid her to retrace her steps.
2. They departed and turned toward the north, they and their partners, unmindful of the plotting of the devil.
3. It is not for us to draw near or to touch the fruit of that tree, for if you observe closely you will see that there is evil in it.
4. After he had performed the prayer, he spread out his arms and called upon his Lord.
5. He laid down the earth and spread it out for men to dwell on.

Reading Selection: Sürat al-Anbiyä' (21):51-70.

## Abraham Overturns His People's Idols

$$
\begin{aligned}
& \text { ولقد آتينا ابرهيمَ رُشدَه من قبلُ وكنًا به عالمين (ه1) }
\end{aligned}
$$

[^55]\[

$$
\begin{aligned}
& \text { قالوا "وجدنا Tباءنا لها عابدين" (ar) }
\end{aligned}
$$
\]

$$
\begin{aligned}
& \text { قالوا "أجْتُتَا بالحتَ ام انت من اللاعبين ؟" (ه ه) } \\
& \text { قال "بل ربكم رب السموات والارض الذى فطرهن، وانا على ذلكم من } \\
& \text { الشاهدين" (07) } \\
& \text { وتاله لاكيدنَ اصنامكم بعد أن تولَوا مدبرين" (ov) }
\end{aligned}
$$

> قالوا "سمعنا فتّى يذكرهم يقال له ابرهيم" (. 5 (7)
> قالوا "فأتوا به على اعين الناس لعلَّهم يشهدون" (71 (7)
> تالوا ضآأنت فعلت هذا بآلهتنا يا ابرهيم؟" (Y) (Y)

$$
\begin{aligned}
& \text { قال صأفتعبدن من دون الل ما لا ينفعكم ولا يضركم؟ (7) (7) }
\end{aligned}
$$

[^56]\[

$$
\begin{aligned}
& \text { قالوا "حرّقره وانصروا آلهتكم إن كنتم فاعلين" (71) 2(7) }
\end{aligned}
$$
\]

[^57]
## Lesson Twenty-Nine

67 Reflexive/Medio-Passive Verbs: Form v. Form V is the reflex-ive/medio-passive of Form II, as Form VIII is of the G-form. Characteristic of Form V is the prefix $t a$ - (rather than the infix met in Form VIII). The base form is TAFA"ALA.

|  | ACTIVE | PASSIVE |
| :---: | :---: | :---: |
| PERFECT | تفعَل tafa"ala | تغغًّ tufu'ila |
| IMPERFECT | يتفعل yatafa"alu | يتفعّل yutafa"'alu |
| SUBJUNCTIVE | يتفعلّ yatafa"'ala |  |
| JUSSIVE | يتفعّل yatafa"al | يتفغّل yutafa'al |
| IMPERATIVE | تفغل tafa"'al | - - . |
| PARTICIPLE | متفعّل mutafa'il- | متفعّل mutafa"al- |
| VERBAL NOUN | تغعّل | 'ul- |


| Example from $\sqrt{ }{ }^{\prime}$ LM: |  |  |  |
| :---: | :---: | :---: | :---: |
| PERFECT | تعلّم ta'allama | 1- | tu'ullima |
| IMPERFECT | يتعلّم yata'allamu | يتعلّم | yuta'allamu |
| SUBJUNCTIVE | يتعلّم yata'allama |  | yuta'allama |
| JUSSIVE | يتعلّم yata'allam |  | yuta'allam |
| IMPERATIVE | ta'allam |  |  |
| PARTICIPLE | متع muta'allim- |  | muta'allam- |
| VERBAL NOUN | تعلّم |  |  |

## REMARKS:

(1) Unlike Form II, the imperfect vowel of $\mathrm{C}_{2}$ is $-a-$, not $-i$-.
(2) In the perfect passive, the vowel of the $t$-prefix harmonizes with the passive $\mathrm{C}_{1}$ vowel $-u$ - In the imperfect passive, the personal prefix only, and not the ta-prefix, is given the passive vowel $-u$-, according to rule.
(3) As in Forms II and vili, the distinctive $\mathrm{C}_{2}$ vowel of the participles is $-i$ - for the active and $-a$ - for the passive.
(4) Note especially the pattern for the verbal noun, with $-u$ - on $\mathrm{C}_{2}$, tafa" ${ }^{\prime}$ l-
67.2 As the reflexive/medio-passive of Form II, Form V denotes the state the object of the action of Form II is brought into. Form II verbs that take only one object become intransitive in Form V, as II nazzala 'to send / bring / take down' > V tanazzala 'to be / get sent / brought / taken down'; iI kabbara 'to magnify, make great' > v takabbara 'to magnify oneself, be proud, haughty.'

Doubly transitive Form II verbs are singly transitive in Form V, as II 'allama 'to teach (someone something)' $>\mathrm{V}$ ta'allama 'to get / be taught, learn (something).'
67.3 Occasional assimilations in Form V (and VI, to be introduced in §79). Sporadic assimilation of the $t$-prefix of Form V to an initial $\mathrm{C}_{1}$ $t / \theta / t / d / d / \partial / \partial / s / s / z / z / z / s / j$ is not uncommon, as in 1 ittayyara (for tatay-
 Өäqala (for VI täāqala) 'be sluggish,' and ‘̌ذا iððakkara (for taðakkara) 'remember.' The assimilation may affect any word within the form, e.g., مطَّهر muttahhir- (for mutatahhir-) 'purified'
67.4 Occasional contractions of imperfect forms in $t a$-. Imperfect forms in $t a$-, such as tatafa"alu, may contract to tafa"alu, as in تنزل tanazzalu (for tatanazzalu).

If the initial radical is also $t$, the contraction is almost certain to take place, as in تْتْع tatabba'u (for tatatabba'u)

68 Adjectival Pattern: FA'IL-. When derived from stative G-form verbs, the common adjectival pattern FA'IL- indicates that which exhibits the quality of the verb.

```
خغى xafiya ‘be hidden'\gg خغى xafiy- 'hidden’
رحم rahima 'be merciful' > رحيم rahim- 'merciful'
سوى sawiya 'be equal' > سوى sawiy- 'equal'
تدر qadira 'be powerful' > تدير qadir- 'potent'
ترب qaruba 'be near' > تريب \(q\) تري qarib- 'near'
مرض marida 'fall ill' > مريض marid-' ‘sick, ill'
وسع wasi'a 'be vast' > وسيع wasi'- 'vast'
```

Although there are many important exceptions, such as rāhim- and qādir-, stative verbs tend on the whole not to form active participles but to form a FA'LL- adjective instead.

Some transitive G-form verbs also form FA'IL-adjectives to indicate possession of a quality, e.g.:

$$
\begin{gathered}
\text { sami'a > sami'- '(all-)hearing' } \\
\text { سلم > عليم > 'alima > 'alim- '(all-)knowing' } \\
\text { > امير 'amara > 'amir- 'commander' }
\end{gathered}
$$

Generally, however, FA'IL- words from transitive G-forms have a pas-sive-participial sense, as in Aramaeo-Syriac פעיל.

$$
\begin{aligned}
& \text { qatala > qatil- 'slain' } \\
& \text { قتل > فتّل > 'axaða > 'axiठ- 'taken, held (captive)' }
\end{aligned}
$$

## Vocabulary

## VERBS

- talā ( $\bar{u})$ tilā$w a t-$ read, recite (out loud)
sawiya (ă siwan/sawā'- be level, equal, equivalent; II $s a w w \bar{a}$ equalize, put on the same level ( $b i$ - with); make / shape properly; VIII istawā be even, on a par; stand upright; sit down ('alā on); be done (food), be mature, be ripe (fruit)
تبل V taqabbala accept, receive something (acc.)
تدر qadara (i) qadar-/qudrat- be capable ('alā of); II qaddara appoint, determine, foreordain
ترب II qarraba sacrifice (denominative from qurbän-, see below); allow near ('ilä to), let approach; V taqarraba approach, get near (min/'ilä to)
كلم II kallama speak to, address; V takallama speak (ma'a with)
هـ II hayya' a prepare, make ready; V tahayya'a be prepared, in readiness, get ready
وجه V tawajjaha turn, face (intransitive) ('ila/lli- toward)
NOUNS
qiblat- direction of prayer, direction toward Mecca
قربان/قرابين qurbān- pl qaräbinu sacrifice
kalim- (collective), kalimat- (unit) pl -āt-word
mawlan pl mawālin master, patron
هيئة/هيآت hay'at-pl-ät-form, shape


## Exercises

(a) Read and translate:

(b) Read and translate:

$$
\begin{aligned}
& \text { | الراحمون يرحمهم الرحمن . ارحموا اهل الارض يرحمكم اهل السماء. } \\
& \text { r وضرب الش مثلاً رجلين أحدهـا ابكم لا يقدر على شىء رهو كلَ على مولاه، }
\end{aligned}
$$

$$
\begin{aligned}
& \text { أينما يوجّه لا يات بخير. هل استوى هو ومن يامر بالعدل؟؟ } \\
& \text { r }
\end{aligned}
$$

$$
\begin{aligned}
& \text { تتكبر فيها ناخرج " } \\
& \text { ฯ الش الذى خلت سبع سسوات ومن الارض مثلهن يتننل الامر بينهن لتعلوا ان } \\
& \text { الش على كل شىيء قدير. } \\
& \text { v إن الله يهحْ لعباده الصالحين ما لا عين رأت ولا اذن سمعت ولا خطر² على } \\
& \text { قلب بشر } \\
& \text { ^ إن الذين يتكبرون فى الارض يولّون وجوههم عن القبلة ريتجهن الى جهنم. }
\end{aligned}
$$

(c) Translate into Arabic:

1. Shall we lead you to a man who will inform you of the noble ones who grew haughty and then were overturned?
2. Perhaps the most devout may be the most powerful.
3. The truth has come, so let the violent (ones) of the unbelievers beware!
4. At the time when the sun was rising we got in readiness to go (on foot) and speak with the king's advisors.
5. When the appointed time has come, you will not be capable of fleeing from death.
6. Wherever we faced we saw them following and stretching out their arms to seize us.
7. The parents named their child Ismail and then prayed for him.
[^58]
## Lesson Thirty

69 Form V: Weak-Lâm Verbs. As in Form II, the only weakness that needs to be dealt with as such in Form V is the weak-lam verb (C3w/y).
69.1 Synopsis of Form V weak-läm verbs, example from $\sqrt{W}{ }_{W F Y}$ :

|  | ACTIVE | PASSIVE |
| :---: | :---: | :---: |
| PERFECT | tawaffā | توفى tuwuffiya |
| IMPERFECT | يتونى yatawaffā | يتونى yutawaffā |
| SUBJUNCTIVE | يتونى yatawaffā | يتونى yutawaffā |
| JUSSIVE | يتوف yatawaffa | يتوف yutawaffa |
| IMPERATIVE | توف tawaffa | - - |
| PARTICIPLE | متوف mutawaffin | متونَى mutawaffan |
| VERBAL NOUN | توف |  |

## REMARKS:

(1) The perfect active is inflected on the model of $\operatorname{rama}$ (see Appendix B); the perfect passive is inflected on the model of laqiya (see Appendix B).
(2) The imperfect-active and passive-is inflected on the model of yalqā (see Appendix B).
(3) The formation of the subjunctive, jussive, active and passive participles should be familiar by now. Formative principles are like those of the Form viII weak-läm (see §60.2).
(4) The verbal noun deserves special attention. The characterisitic $C_{2}$ vowel $-u$ - of the sound form is lost, and the noun is inflected exactly like the active participle.

70 Intensive Noun Pattern: FA" ${ }^{\text {al }}$-. The noun/adjective pattern FA"ALL- indicates someone intensely engaged in an activity or something that exhibits the quality intensely. Note that a weak third radical shows up as hamza, whereas weak second radicals take their original form, $y$ or $w$.

$$
\begin{aligned}
& \text { اكل > اكَال 'akala > 'akkāl-'glutton' } \\
& \text { امر > 'amara> 'ammār- 'imperious' } \\
& \text { بكي > بكَّاء } b a k a \bar{a}>b a k k \vec{a}^{\prime} \text { - 'weeper' } \\
& \text { dalla > dalläl- 'guide' } \\
& \text { sāra > sayyār- 'wanderer, planet' }
\end{aligned}
$$

$$
\begin{aligned}
& \text { كذ kað̆aba > kaððäb- 'inveterate liar' }
\end{aligned}
$$

This is also the pattern par excellence for trades and crafts.

```
bäb- 'gate'> bawwäb- 'gatekeeper'
wwaraq- 'leaf, folio'> warräq- 'manuscript copier'
خabaza 'bake'>xabbäz- 'baker'
掏 tabaxa 'cook'>tabbäx- 'cook'
```


## 71 The Arabic Personal Name.

71.1 In its simplest form the personal name consists of (1) the given name (ism-) and (2) the patronymic, i.e., the father's name preceded by $i b n$ - When the patronymic follows the given name, (a) the nunation is removed from triptote given names and (b) the alif of $i b n$ - is dropped. Since -bn- is in apposition to the given name, it is in whatever case the given name is. The father's name is, of course, in construct with -bn-.

| 山 | muhammadu bnu 'abdi llăhi | Muhammad son of Abdullah |
| :---: | :---: | :---: |
| على بن ابى طالب | 'alìyu bnu'abì tạlibin | Ali son of Abu- |

Patronymics carried back to the fourth or fifth generation are not uncommon.

```
ج ja'faru bnu muhammadi Ja'far b. Muham-
    \ bni 'alīyi bni hasani 
```

For women the patronymic is introduced by bint- or ibnat-

$$
\begin{array}{cc}
\text { fātimatu bintu (bnatu) } & \text { Fatima daughter of } \\
\text { muhammadin } & \text { Muhammad }
\end{array}
$$

71.2 To the given name and patronymic may be added the "filionymic" (kunyat-), the name of a man's eldest son, with 'abū. The filionymic usually precedes the given name.

```
|
    طال\ 'abiṭālibin Abu-Talib
```

71.3 To the given name, patronymic and filionymic may be added the agnomen (laqab-), an honorific or nickname. It may also be an occupational name.

| ابر نصر بشر بن الحارث الحانى | 'abū nasrin bišru bnu $l$ hāri iti l-hāfi | Abu-Nasr Bishr b. al-Harith "the Barefoot" |
| :---: | :---: | :---: |
| ابو بكر الصديت | 'abū bakrini ${ }^{\text {sp-siddiqu }}$ | Abu-Bakr "the Righteous" |
| ابو المغيث الحسين بن منصور الحلاج | 'abu l-muği $\theta i$ l-husaynu bnu mansürini ${ }^{i}$ halläju | Abu'l-Mughith alHusayn b. Mansur "the Cottoncarder" |

Agnomens may also be nicknames with ' $a b \bar{u}$.

$$
\begin{aligned}
& \text { ابور هريرة 'abū hurayrata } \\
& \text { 'abu l-faraji }
\end{aligned}
$$

In later Islamic times laqabs in ad-din- became common as part of the given name.

علاء الدين على 'alā’u d-dini 'alìyun شمس الدين محصد muhammadun<br>\section*{Ala’ al-Din Ali<br><br>Shams al-Din Muhammad}

71.4 The final part of the name, the attributive (nisbat-) in -iyy-may indicate (1) tribal or dynastic affiliation

| ابو على الزبير بن بكار القرشى | 'abū 'aliyini ${ }^{i} z$-zubayru bnu bakkārininiqurasiyyu | Abu Ali al-Zubayr <br> b. Bakkar alQurashi ("of Quraysh") |
| :---: | :---: | :---: |

or (2) place of origin. tabariyyu

```
'abū ja'farin
'abū ja'farin
    بن يزيد الطبرى \(\quad \begin{aligned} & \text { بنی } \\ & \text { jariri bni yazida t- }\end{aligned}\)
    بن يزيد الطبرى \(\quad \begin{aligned} & \text { بنی } \\ & \text { jariri bni yazida t- }\end{aligned}\)

\section*{Abu-Ja'far Muhammad b. Jarir b. Yazid al-Tabari ("of Tabaristan")}

The attributive may properly belong either to the individual, in which case it follows the case of the given name, or to the father or grandfather's name, in which case it is in the genitive
71.5 An individual may be known by any one or more of his names. For instance,
\[
\begin{aligned}
& \text { ابو اللرج محمد بن ابى 'abul-faraji muham- } \\
& \text { يعقوب بن اسحت النديم } \\
& \text { الورات البندادى } \\
& \text { madu bnu'abi ya'- } \\
& \text { qūba bni 'ishāqqa n- } \\
& \text { nadimi l-warrāqu l- } \\
& \text { bağdādiyyu }
\end{aligned}
\]

\author{
Abu'l-Faraj Muhammad b. AbuYa'qub b. Ishaq al-Nadim al-Warraq al-Baghdadi
}

GIVEN NAME: Muhammad
FATHER'S NAME: Abu-Ya'qūb
GRANDFATHER'S NAME: Isḥāq
AGNOMEN: Abu'l-Faraj
Either his father or grandfather (likely the former) was a nadim-, a "boon companion," probably to a caliph

He himself was a copier of manuscripts (warrāq-) and was a native of Baghdad

He is known historically (his suhrat-) as Ibn al-Nadim

\section*{Vocabulary}

VERBS
II baš̌ara announce (bi- something) as good news to (acc.)
حرم
haruma (u) harām- be forbidden; II harrama make unlawful, proscribe ('alā for)
خبر xabura (u) xibr-/xibrat- know thoroughly, be fully ac quainted (bi-/-hu with)
ij) razaqa (i) rizq- provide with sustenance, means of subsistence
قضى qaḍā (i) qaḍā'- decide, foreordain; VII inqaḍā be completed, concluded
منو V tamannā wish for, desire; make a wish for
وفى II waffä give (-hu someone) full due; give a full share of; V tawaff \(\bar{a}\) take / get one's full share of, receive fully; V passive tuwuffiya die, pass on (euphemistic)
NOUNS
ام/امهات 'umm-pl 'ummahāt- mother
بشرى buకrä (fem.) good news
خبر/اخبار xabar-pl 'axbär-news, piece of information
سوء \(s \vec{u}^{\prime}\)-evil, ill
OTHERS
نى 'annā how? (Koranic)
كلـا kullamä whenever (+ conditional type)
نعم \(n a^{\prime} a m(i)\) yes

\section*{PROPER NAMES}

اسحت 'ishāqu Isaac
(») زكرئ zakariyyä('u) Zacharias
مسيح masihh-Messiah

\section*{Exercises}
(a) Read and translate:
\[
\begin{aligned}
& \text { ا وتال رسول الش ان ادنى متعد1 أحدكم من الجنة، إن هيَّن له، ان يقال له }
\end{aligned}
\]
\[
\begin{aligned}
& \text { r الذى خلت السموات والارض وما بينهـا فى ستّ ايام ثم استوى على } \\
& \text { العرش² الرحمن فاسال بـ خبيراً } \\
& \text { r } \\
& \text { ع ولتد جاءت رسلنا ابرهيم بالبشرى وقالوا "سلاماً". تال ״"سلام". نجاء بعجل }
\end{aligned}
\]
\[
\begin{aligned}
& \text { وامرأت تائدة نضحكت. فبشّرنا الاها باسحت ومن وراء اسحت ، يعقوب. } \\
& \text { ه ه الا تقتلوا النغس التى حرّ الها إلا بالحت . }
\end{aligned}
\]
\[
\begin{aligned}
& \text { هذا؟" قالت "هو من عند الش. ان الله يرنت من يشاء . } \\
& \text { v وقضى ربكم الآ تعبدوا الا اياه. } \\
& \text { ^ } 1 \text { من يتُخد الشيطان ولياً من دون الله نقد خسر خسرانا مبيناً. } \\
& \text { ج ك كل نغس ذاينتة الموت ، ثم الينا ترجعون . }
\end{aligned}
\]
\[
\begin{aligned}
& \text { اله الامر جميعاً . } \\
& \text { 1ا تبارك الذى نُّلّ الغرقان على عبده ليكون للعالمين نذّيراً - الذى لـ ملك }
\end{aligned}
\]
\[
\begin{aligned}
& \text { ولا يـلكون لأنفسه ضرآ ولا نفعاً ولا يـلكون موتأ ولا حياةً } 4
\end{aligned}
\]
\[
\begin{aligned}
& \text { والنجوم والجبال والشجر والدواب"5 وكثير من الناس . }
\end{aligned}
\]

\footnotetext{
\({ }^{1}\) 'Adnä maq'ad- "the lowest seat."
\({ }^{2}\) 'Ars- throne.
\({ }^{3} \mathrm{Ijl}\) - haniठ- roasted calf.
\({ }^{4}\) Tabäraka "blessed be"; furqän- the meaning of this word is not fully understood; it is often equated with the Koran and may possibly be borrowed from the Aramaic פ־ק 'chapter, division (of a book)'; naд̈ır- warner.
\({ }^{5}\) Däbbat- pl dawābbu beast.
}
r r الله يتوفَى الأنفس حين موتها.
(b) Translate into Arabic:
1. It appears to us that you ( pl ) have aspired to a way that has been made unlawful to you.
2. When the Children of Israel said to Moses, "Make us a god like the gods of Egypt," he said to them, "You are a people who are ignorant."
3. Those who follow their lusts as itinerants follow the stars will not be shown the right way.
4. Umm-'Ali passed away, and her children wept much over her.
5. The Merciful does not accept the sacrifice of him who wishes for other than the truth in his heart.

Reading Selection: Sūrat \(\overline{A l} l\) ' \(\operatorname{Imrān}\) (3):45-51.

\section*{The Annunciation}

اذ قالت الملائكت صيا مريم إنّ الله يبشُرك بكلة منه اسمُ المسيح عيسى ابن مريم وجيها فى الدنيا والآخرة ومن المقرْبين (ه ع) 1 (2)

قالت "ربى آنى يكون لى ولد وز يمسسنى بشر؟" قال ״کذلك اله يخلت

ويعلَّه الكتاب والحكة والتوراة والانجيل (1 \&)
ورسولاًّ الى بنى اسرئيل أنى قد جئتُكم بآية من ربكم، انْى أخلت
لكم من الطين كهيئة الطير فاننغ فيه فيكون طيرا بإذن الل
وأبرئ الاكمه والأبرص وأحيى الموتى بإذن الله

إن كنتم مؤمنين (ع) 51 (ع)
ومصدقّأ6 للا بين يدى من التوراة ولاحلّ لكم بعض الذى حرٌ عليكم.
وجئتّكم بآية من ربكم فاتّقوا الل وأطيعونى (ـ ه) 7

\footnotetext{
\({ }^{1}\) Wajih- eminent, illustrous.
\({ }^{2}\) Mahd-cradle; kahl-man of mature age.
\({ }^{3}\) Hikmat- wisdom.
\({ }^{4}\) Assume an elipsed verb, "and he will make him..."
\({ }^{5}\) 'Annl introduces direct quotation, translate as "saying"; nafaxa (u) blow; 'akmahu born blind; 'abrasu leprous; 'uhyi "I will bring to life"; iddaxara store up.
\({ }^{6}\) A subjective complement for ji' tukum in verse 49.
\({ }^{7}\) Li-' uhilla "in order that I make lawful"; 'afi'‘ \(\bar{u}\) "obey" (pl. imperative).
}
\[
\text { ان الله وبى وربكـم فاعبدوه. هذا صراط مستقيم (هـم ( } 1 \text { ( } 1
\]

\section*{Lesson Thirty-One}

\section*{72 The Construct of Qualification; The Adjectival Relative} Phrase.
72.1 The construct of qualification, also known as the "improper construct," consists of an adjective followed in construct by a noun qualifying the adjective, e.g.
\[
\begin{aligned}
& \text { رجل حسن الوجه } \\
& \text { امراة طاهرة القلب } \quad \text { اmra'atun ṭāhiratúl- } \\
& \text { qalbī } \\
& \text { a man handsome } \\
& \text { of/in face } \\
& \text { a woman pure of } \\
& \text { heart }
\end{aligned}
\]

The adjective agrees in case, number and gender with the preceding noun, as any attributive adjective would. The adjective also has the definite article or not according to the state of the modified noun. However, since the adjective is in construct with the following noun (which is usually definite), its inflectional ending is always definite. The reason this construction is called "improper" is because what appears to be a first member of a construct state may take the definite article.
\[
\begin{aligned}
& \text { ar-rajulu l-hasanul- the man handsome } \\
& \text { wajhi of face } \\
& \text { al-mar'atu t-tāhiratul- the woman pure of } \\
& q a l b i \\
& \text { heart }
\end{aligned}
\]

The construction may be summarized by the following scheme:
rajulun karïmu n-nafsi a man of noble soul

72.2 The Adjectival Relative Clause. In this adjectival/relative type of clause, a noun is followed by an adjective that agrees with the preceding noun in case only; in number and gender the adjective agrees with a noun that follows in the nominative case. \({ }^{1}\)
\begin{tabular}{|c|c|c|}
\hline \begin{tabular}{l}
ابوها \\
سموعت كلماته
\end{tabular} & \begin{tabular}{l}
lil-mar'atil-maqtūli \\
'abüū \(h \bar{a}\) \\
من النبى mina n-nabiyi \(\underline{1}\) masmū'atí kalimātuhu
\end{tabular} & for the woman whose father is / was killed from the prophet whose words are / were heard \\
\hline NOUN I & \begin{tabular}{l}
ADJECTIVE \\
< case agreement only with noun I pumber/gender agreement with noun II \(>\)
\end{tabular} & NOUN II nominative case; resumptive pronoun refers to noun I \\
\hline l-mar'ati \(n\)-nabiyi & \begin{tabular}{l}
l-maqtūli \\
l-masmū'ati
\end{tabular} & ' \(a b \bar{u}-h \bar{a}\) kalimātu-hu \\
\hline
\end{tabular}

\section*{73 Uses of Mâ.}
73.1 The particle \(m \bar{a}\) followed by the affirmative perfect gives the equivalent of the English "as / so long as." Followed by lam + jussive, mā means "so long as...not" or "until."

\footnotetext{
\({ }^{1}\) In this construction the definite article on the adjective is equivalent to the relative pronoun; the two examples are equivalent to the phrases للراة التى متتول - and النبى الذي مسها
}


As long as you disobey me, I will punish you.
We do not fear so long as you are with us.
It is no \(\sin\) for you if you divorce women so long as you have not touched them.
73.2 The enlitic particle -mā combines with the interrogatives to give the indefinite relatives 'ayna-m \(\bar{a}\) 'wherever,' 'i \(\bar{\delta} \bar{a}-m \bar{a}\) 'whenever,' mïla-mä 'however,' kulla-mä 'whenever, as often as.' The indefinite relative 'whatever' is an anomalous form, mahma. These are commonly followed by the perfect or jussive as conditional types.
\begin{tabular}{|c|c|c|}
\hline هو مسكم اينما كنتم & huwa ma'akum 'aynamā kuntum & He is with you wherever you are (may be). \\
\hline اينما تكونوا يدركك & 'ayna-mā takūnū yudrikkumu l-mawtu & Wherever you may be, death will reach you. \\
\hline كما دخلت وجدت & kulla-mā daxaltu, wajadtuhum yatakallamūna & Whenever I entered, I found them speaking. \\
\hline مهما تأتنا به من آية فها نحن للٌ بموُمنين & \begin{tabular}{l}
mahmã ta'tinā bihi min \\
'āyatin fa-mā nahnu laka bi-mu'minina
\end{tabular} & Whatever sign you may bring us, we will not believe in you. \\
\hline
\end{tabular}
73.3 A similar -mā may be added to any indefinite noun to heighten the sense of indefiniteness or nonspecificity.
\[
\begin{gathered}
\text { يومأ ما خرجنا yawman-māa xarajnāa } \quad \begin{array}{c}
\text { We went out one } \\
\text { day. }
\end{array}
\end{gathered}
\]

74 Auxiliary Verbs. Arabic has very few verbs that can be classed as auxiliary, but the following three are worth noting:
(1) \(k \bar{a} d a\) / yak \(\bar{a} d u\), followed by the imperfect indicative, gives the sense of 'almost, scarcely' to the following verb.
\[
\begin{aligned}
& \text { ان القوم كادوا يعتلوننى 'inna l-qawma kādüu } \\
& \text { yaqtulūnani } \\
& \text { وجد قومأ لا يكادون wajada qawman } l \bar{a}
\end{aligned}
\]
The people almost
killed me.
He found a people
who could scarce-
ly understand a
word.
(2) mā \(z \bar{a} l a\) I la \(y\) yazälu followed by the imperfect indicative means 'to keep on, to be still' doing something.
\[
\begin{aligned}
& \text { هم لا يزالون يقولون } \\
& \text { كذلك yaqūlūna ka-ð̄̄̄lika } \\
& \text { They will keep on } \\
& \text { (are still) saying } \\
& \text { the same thing. }
\end{aligned}
\]
(3) ja'ala (and in post-Koranic ' \(\quad\) axaza) + imperfect indicative means 'to begin to.'
\[
\begin{gathered}
\text { The earth began to } \\
\text { sway. }
\end{gathered}
\]

\section*{Vocabulary}

Iamma ( \(i\) ) be completed, finished, fulfilled
حسب hasiba (a) hisbän-reckon, consider someone (acc.) as (acc.); hasaba (u) hisäb- figure, make an account
خلe xalafa (u) come after, take the place of, lag ('an behind); II xallafa appoint as successor; Viil ixtalafa differ ('an from), dispute ( \(f i\) over), frequent ('ilā a place)
زالzāla (zul-) ( \(\bar{u}\) ) zawāl- pass away, come to an end; (negative) continue, abide
ما māzāla (māzil-) (lā yazālu, lam yazal) (occurs in the negative + imperf. ind. or act. part.) keep on, be still (doing something)
saru'a (u) sur'at- be quick, fast
كسر kasara (i) kasr- break; II kassara smash, break to pieces; VII inkasara get broken
كاد kāda (kid-) ( \(\bar{a})\) (+ imperf. ind.) almost, scarcely
b t!ahura (u) țahārat- be pure, clean; II țhhara purify; V taṭahharal ittahhara cleanse oneself, perform ablutions
لا lāma ( \(\overline{\text { u }}\) ) lawm-/malāmat-blame, reproach ('alā for)

\section*{NOUNS}
(جل 'ajl-sake; min/li-'ajli (+ const.) for the sake of
jinn- (collective), jinniyy- (unit sing.) pl jānn-genie, the djinn, invisible beings who interfere in men's lives
سين sayyi' - evil
sayyi'at- pl -āt- evil deed

\section*{Exercises}
(a) Vocalize, read and translate:
\[
\begin{aligned}
& \text { ا العقبى العظيهة العذاب ع الملوك الشداد القوة v الرجال المادتو الوعد } \\
& \text { r r r r r r } \\
& \text { r العدو التليل السلاح } r \text { النساء المخفية وجوههن } 1 \text { المراة الصالع ابنها }
\end{aligned}
\]
(b) Give the Arabic for the following:


\footnotetext{
\({ }^{1}\) Sarāb-mirage; qī'at- desert; zam' ānu thirsty
}

ه هتولَ عنهم فـا انت بملوم.
r 1 وانه لما تام عبد الله يدعو ربي كاد التوم يترلّون عنه.
V



يدخلون الجنة يرزتون فيها بغير حساب
I ا انى أُمرت ان اكون اول من حكم بمثل هذا فى الدنيا.
(d) Translate into Arabic:
1. It is not possible for you to exculpate yourself, for what you did was made unlawful beforehand.
2. They will keep on visiting the sick until they are free of their illness.
3. Moses struck the stone, and many springs flowed from it.
4. The two girls beautiful of face guided him to their father.
5. When I saw the old man with his face concealed entering the woman's house, I almost laughed.
6. The heavenly bodies-the sun, moon and stars-will all bow down before those who are pious in heart.

Reading Selection: Sürat al-Kahf (18):83-95.

\section*{Dhu'l-Qarnayn \({ }^{1}\)}
\[
\begin{aligned}
& \text { 2(A「) ويسألونك عن ذى القرنين. قل ساتلو عليكم منه ذكراً }
\end{aligned}
\]
\[
\begin{aligned}
& \text { فأتبع سبباً (هـ) } \\
& \text { حتى اذا بلغ مغرب الشمس وجدها تغرب فى عين حمئة ورجد }
\end{aligned}
\]
\[
\begin{aligned}
& \text { فيهم حسنأ" (ی) } \\
& \text { قال صآمَا من ظلم فسوف نعذّبه ثُم يُردٌ الى ربه فيعذّبه } \\
& \text { عذاباً نكراً } \\
& \text { وآمّا من آمن وعمل صالحأ فله جزاءً الحُسنى وسنتول له من امرنا } \\
& \text { 7(^^) يسرا } \\
& \text { ثُمُ أتبع سبباً (^1) } \\
& \text { حتى اذا بلغ مطلع الشمس وجدها تطلع على قوم لم نجعل } \\
& \text { 8(9 (. لهم من دونها سترأ }
\end{aligned}
\]

\footnotetext{
\({ }^{1}\) Dhū \({ }^{\prime}\) l-Qamayn is a Koranic figure usually identified with Alexander the Great.
\({ }^{2}\) Qarn-horn.
\({ }^{3}\) Makkana establish, make firm; 'ātā give to; sabab-road, way.
4'Atba'a sababan take one's way.
\({ }^{5}\) Balağa reach; mağrib-setting place (of the sun); garaba (u) set (sun); hami' muddy; 'immā...'immā either...or; husn- favor, kindness.
\({ }^{6} \mathrm{Nukr}\) - awful.
\({ }^{7}\) 'Amana believe; jazä'an "as a reward"; yusr- ease.
\({ }^{8}\) Matla'- rising place (of the sun); min dūnihā "beneath it (the sun)"; sitrcovering, shelter.
}
\[
\begin{aligned}
& \text { حتى اذا بلغ بين السدَين وجد من دونهها قرماً لا يكادون }
\end{aligned}
\]
\[
\begin{aligned}
& \text { قالوا "يا ذا القرنين إن" ياجوج وهاجوج مفسدون فیى الارض } \\
& \text { فهل نجعل لك خرجاً غلى أن تجعل بيننا وبينهم سداً ؟" (ع) } \\
& \text { قال "ما مكنْى فيه ربى خير [من خرجكم]. فأعينونى بتوّة ، أجعلل } \\
& \text { بينكم وبينهم ردماً (9) 3(9) }
\end{aligned}
\]

\footnotetext{
\({ }^{1}\) Sadd-mountain; faqiha (a) understand.
\({ }^{2}\) Yājūju wa-mājūju Gog and Magog; mufsid'- corrupting; xarj- tribute; 'alā 'an on condition that; sadd- barrier.
\({ }^{3}\) Makkanní for makkananī see note 3 above; 'a'īnü help (masc. pl. imperative); radm-dam, dike.
}

\section*{Lesson Thirty-Two}

75 Causative Verbs: Form IV. Characteristic of the causative Form IV is prefixed ' \(a\) - in the perfect and the vowel - \(u\) - on the personal prefixes of the imperfect. The base pattern is 'AF'ALA.
75.1 As a causative / factitive verb, Form IV is-with few excep-tions-necessarily transitive.
\[
\begin{aligned}
& \text { nazala > IV 'anzala 'cause someone (acc.) to go / } \\
& \text { come down' } \\
& \text { xaraja > IV 'axraja 'cause someone (acc.) to go } \\
& \text { out, expel' }
\end{aligned}
\]

Form IV verbs from transitive G-forms often become doubly transitive.
سـع > أسع
hear something (acc.)'
wari \(\theta a>\) IV 'awra \(a\) 'make someone (acc.) heir to something (acc.)'
Stative G-forms tend to be factitive in Form IV.
كبر > اكبر kabura > IV 'akbara 'make important, praise'

Since both Form II and Form IV give factitive connotations, the question arises as to the difference in meaning between the two. In general, the two forms take different connotations of the base idea into the factitive. For example, hasuna means both 'to be good' and 'to be beautiful': Form II hassana has the meaning of 'to make beautiful, make better,' while Form IV 'ahsana generally means 'to do a good deed, to
do (something) well.' G-form karuma means both 'to be noble' and 'to be hospitable': Form II karrama generally means 'to make noble, exalt,' while Form IV 'akrama means 'to treat with hospitality, honor.' On the other hand, many verbs that produce both Form II and Form IV show little or no appreciable difference in meaning between the two.

Form II, to a much greater extent than Form IV, makes denominative verbs, so that Form II may make a verb from a noun with a root identical with-but unrelated to-a G-form causative in Form IV, e.g., IV 'aðhaba 'to make go away' is derived from ðahaba 'to go (away),' while II ðahhaba is derived from the noun Jahab- 'gold' and means 'to gild.'
75.2 Synopsis of Form IV:
\begin{tabular}{|c|c|c|}
\hline & ACTIVE & PASSIVE \\
\hline PERFECT & إفعل 'af'ala & إنعل 'uf'ila \\
\hline IMPERFECT & يفعل yufilu & يغل yufalu \\
\hline SUBJUNCTIVE & يفعل yuffila & يغل yufala \\
\hline JUSSIVE & يغل yuf & يغعل yuf al \\
\hline IMPERATIVE & إنعل 'af'il & - - \\
\hline PARTICIPLE & مفعل mufil- & مen muf'al- \\
\hline VERbAL NOUN & فعال & \\
\hline
\end{tabular}

Example from \(\sqrt{N Z L}\) :
\begin{tabular}{|c|c|c|}
\hline PERFECT & 'anzala & 'unzila \\
\hline IMPERFECT & ينزل yunzilu & ينزل yunzalu \\
\hline SUBJUNCTIVE & ينزل yunzila & ينزل yunzala \\
\hline JuSSIVE & ينزل yunzil & ينزل yunzal \\
\hline imperative & 'anzil & \\
\hline Participle & منزل munzil- & منزل munzal \\
\hline VErbal noun & & \\
\hline
\end{tabular}

REMARKS:
(1) The hamzas of the perfect, imperative and verbal nouns are true hamzas and not elidible.
(2) The imperfect passive is identical to the imperfect passive of the G -form.
75.3 Synopsis of Form IV Doubled Verbs. The patterns to which the doubled verb conforms in Form IV should be familiar and predictable by now. Example from \(\sqrt{T M M}\) :
\begin{tabular}{|c|c|c|c|}
\hline PERFECT & i 'atamma & & 'utimma \\
\hline IMPERFECT & يتّ yutimmu & - & уиtammи \\
\hline SUBJUNCTIVE & يتّ yutimma & م & yutamma \\
\hline JUSSIVE & يتم yutimmali &  & yutamma/i \\
\hline & يتّم & + & yutmam \\
\hline IMPERATIVE & آثم 'atimmali & & \\
\hline & ا'تnم 'atmim & & \\
\hline PARTICIPLE & متم mutimm- & ก & mutamm- \\
\hline VERBAL NOUN & إتمام & ām- & \\
\hline
\end{tabular}
75.4 Synopsis of Form IV \(C_{1}{ }^{\prime}\) Verbs. Example from \(V^{\prime} M N\) :
\begin{tabular}{|c|c|c|c|}
\hline PERFECT & - \({ }_{\text {ot 'ämana }}\) & إون & 'ūmina \\
\hline IMPERFECT & يؤهن yu'minu & يؤمن & yu'manu \\
\hline SUBJUNCTIVE & يؤهن yu'mina & يؤمن & yu'mana \\
\hline JUSSIVE & يؤمن yu'min & يؤمن & yu'man \\
\hline IMPERATIVE & 00'āmin & & - \\
\hline PARTICIPLE & مؤمن : mu'min- & مؤمن & mu'man- \\
\hline VERBAL NOUN & إيـان & & \\
\hline
\end{tabular}

REMARKS: Hamza-initial verbs are regular in Form IV except where the pattern would result in two adjacent hamzas:
(1) In the perfect active and passive, the hamza of the radical is lost; compensation is effected by lengthening the preceding vowel.
(2) The imperfect is regular with the notable exception of the first-person singular, *' \(u^{\prime}\) minu \(\rightarrow\) ' \(\bar{m} m i n u\). The same compensatory lengthening is seen in the imperative: \({ }^{\prime} a^{\prime} \min \rightarrow\) 'ämin.
(3) The verbal noun undergoes the same loss of the radical hamza with compensatory lengthening of the preceding vowel: *'i'mān- \(\rightarrow\) 'imān-.
75.5 Synopsis of Form IV Clw/y verbs. Both \(w\) and \(y\) are unaffected and remain as sound consonants when preceded in the pattern by the vowel \(-a\)-. When preceded by \(-u\)-, they both assimilate to \(w\left(^{*} u w=\bar{u}\right.\), \(* u y \rightarrow \bar{u})\); when preceded by \(-i\)-, they both assimilate to \(y(* i w \rightarrow i, * i y=\) i) to form long vowels in both cases.

Example from \(\sqrt{W} W\) :
\begin{tabular}{|c|c|c|c|}
\hline PERFECT & ' أورث 'awraөa & ورث & 'ūriөa \\
\hline IMPERFECT & يورث yūriөu & (1) & yüraөu \\
\hline IMPERATIVE & 'awri日 & & - \\
\hline PARTICIPLE & مورث mürit- & * & mūrat- \\
\hline VERBAL NOUN & إيراث & & \\
\hline
\end{tabular}

Example from \(\sqrt{Y Q N}\) :
\begin{tabular}{|c|c|c|}
\hline PERFECT & أيقن 'ayqana & إوتن 'ūqina \\
\hline IMPERFECT & يوقن yūqinu & يوقن yūqanu \\
\hline IMPERATIVE & إيقن 'ayqin & - - \\
\hline PARTICIPLE & موتّ mūqin- & موتن mūqan- \\
\hline VERBAL NOUN & & \\
\hline
\end{tabular}
75.6 Here follow Form IV verbs from radicals previously introduced:
\begin{tabular}{|c|c|}
\hline إبرا heal, make free & admit to, allow in \\
\hline إبعد banish, exile & إذهب إل make go away \\
\hline 'آ finish, fulfill & أرسل send, dispatch \\
\hline اجمع إلمع a make consensus & settle, make dwell \\
\hline أحسن do good, do well & أسمع make hear \\
\hline إخرج expel, turn out & ( أشرك ascribe as partner ( li - to) \\
\hline اخلف go back on one's word & أضر compel, coerce \\
\hline
\end{tabular}

أدخل admit to, allow in
أذهب make go away
أرسل send, dispatch
settle, make dwell
أسمع make hear
أشرك ascribe as partner (bi- to)
اضر اضر compel, coerce

أضل lead astray
الطلح inform, apprise
أطلت set free
اعلم
إكبر laud

أكرم treat hospitably
انزل send / bring / take down
أرجد bring into existence
اورث make heir to

\section*{Vocabulary}

\section*{VERBS}

امن 'amina (a) 'amn-l'amān- be / feel safe, trust ('alā with); IV 'ämana believe (bi- in)
حب IV 'ahabba love, like, want (hubb- and mahabbat- are used as verbal nouns, not the predictable formation from the pattern)
دبر IV 'adbara turn one's back ('an/'alā on), go back, flee, run away
salima (a) salämat- be safe and sound, intact; II sallama keep from harm, hand over intact; IV 'aslama submit, surrender
عتل 'aqala (i)'aql- be reasonable, be endowed with reason; II 'aqqala make reasonable, bring to reason
تبل
IV 'aqbala come / go forward, advance ('alā on / to)

\section*{NOUNS}

دبر/ادبار dub(u)r-pl'adbär-the back / rear side of anything
sultān- pl salätinnu power, authority
عقل/عقل 'aql- pl' 'uqūl- reason, rationality; intellect, mind
解 \(q u b(u) l-\) pl 'aqbal- the fore / front side of anything
OTHER
, wa-(+ gen.) by (used in oaths, as wa-llähi "by God")
IDIOM
wallā dub(u)rahu "he turned and ran away"

\section*{Exercises}
(a) Read and translate:

(b) Read and translate:
\[
\begin{aligned}
& \text { ا وتال الشبطان لما تُضى الامر ڤان الشا وعدكم وعد الحق ورعدتكم فاستجبتم }
\end{aligned}
\]
\[
\begin{aligned}
& \text { كغرت بـا أشركتونى من قبل • إن الظالمين لهم عذاب اليم".1 } \\
& \text { r وكيغ اخاف ما اشركتم ولا تخافون انكم اشركتم بالش ما لم ينزّل بـ عليكم } \\
& \text { سلطانًا ؟ } \\
& \text { r r } \\
& \text { ح اأنتم أضللتم عبادى هؤلاء ام هم ضلوا السنا السبيل؟ }
\end{aligned}
\]
\[
\begin{aligned}
& \text { 1 ومن يشرل بالش نقد ضل ضلالاً بعيداً . }
\end{aligned}
\]
\[
\begin{aligned}
& \text { الله فإن تولّوا فخذورم واقتلوهم حيث وجدتمورهم ولا تتخذوا منهر ولياً. } \\
& 11 \\
& \text { Ir rir }
\end{aligned}
\]

\footnotetext{
\({ }^{1}\) Istajabtum "you responded"; 'asraxa help; ' alim- painful.
2Istafă chose.
\({ }^{3}\) Sakinat- tranquility; izdāda increase (int.).
\({ }^{4}\) Häjaralyuhäjiru migrate.
}
بالحت ليحكم بين الناس •
(c) Translate into Arabic:
1. I have been commanded to be the first to submit ("the first who submitted") to the Lord of the Universe.
2. We told them to advance on the enemy and to be quick, but they lagged behind the others and so were killed.
3. And he smashed the stones on which had been written the king's orders.
4. We shall never believe in the prophet so long as he does not bring us evidence.
5. Those who love the truth are kept safe from the evil of the devil.
6. If they turned and ran away, they should not be blamed for that.

\section*{Reading Selection: Sūrat al-A'räf (7):73-79.}

\section*{The Prophet Salih and the Tribe of Thamud}
\[
\begin{aligned}
& \text { والى ثمود [ارسلنا] اخاهم صالحأ قال "يا قوم اعبدوا الش! ما لكم } \\
& \text { من اله غيرُه؟ قد جاءتكم بينة من ربكم: هذا ناقة الله لكم آيةً } \\
& \text { فذروها تاكل فى ارض الل ولا تدسّوها بسوء فياخذكم } \\
& \text { عذاب اليم" ... } \\
& \text { قال الملا الذين استكبروا من قوهه للذين استضعفوا لمِن آمن منهم } \\
& \text { "آتعلمن أن صالحأ مرسل من رب؟؟" قالوا ״إنَّا بـا إرسِل بـ } \\
& \text { موْمنون" (va) }
\end{aligned}
\]

فعقروا الناةت وعتوا عن امر ربهم وتالوا ״يا صالح ائتنا بما تعدنا
\[
\begin{aligned}
& \text { 1(vv) "إن كنت من المرسلين } \\
& \text { اخذهم الرجفة فأصبحوا فى دارهم جاثمين (VA) } \\
& \text { نتولى عنهم وقال ״يا قوم لقد أبلغتكم رسالت ربى ونصحت لكم } \\
& \text { ولكن لا تحبَّن الناصحين" (va) }
\end{aligned}
\]

\footnotetext{
\({ }^{1}\) 'Aqara (i) hamstring; 'at \(\bar{a}(\bar{u})\) be insolent ('an toward)
\({ }^{2}\) Rajfat- tremor; ' asbaha be/become in the morning; dār- abode; jaӨama (u/i) lie prone.
\({ }^{3}\) 'Ablağa deliver, risālat-message.
}

\section*{Lesson Thirty-Three}

\section*{76 Form IV: Weak Verbs.}
76.1 Synopsis of Form IV weak-lām verbs. Example from \(\sqrt{ } \mathcal{L Q Y} \mathrm{F}\) :
\begin{tabular}{|c|c|c|}
\hline PERFECT & 'alqā & إلتى 'ulqiya \\
\hline IMPERFECT & يلتى yulqi & يلقى yulqā \\
\hline SUBJUNCTIVE & يلقى yulqiya & يلغى yulqā \\
\hline JUSSIVE & يلت yulqi & يلق yulqa \\
\hline IMPERATIVE & 'الت 'alqi & - \\
\hline PARTICIPLE & ملق mulqin & - mulqan \\
\hline VERBAL NOUN & إلقاء & \\
\hline
\end{tabular}

REMARKS: The forms of these verbs should be perfectly familiar by now.
(1) Note that in the verbal noun \(\mathrm{C}_{3}\) appears as hamza after the \(-\bar{a}-\), as in Forms VII and VIII
(2) The vowel of the hamza-prefix in the imperative is \(-a\) -
76.2 Synopsis of Form IV hollow verbs. Example from \(\sqrt{ } M W T\) :
\begin{tabular}{|c|c|c|}
\hline PERFECT & ا المات 'amãta & أميت 'umita \\
\hline IMPERFECT & يميت yumitu & يمات yumātu \\
\hline SUBJUNCTIVE & يميت yumita & يمات yumāta \\
\hline JUSSIVE & يمت yumit & يـت yumat \\
\hline IMPERATIVE &  & \\
\hline
\end{tabular}


\section*{REMARKS:}
(1) Here, throughout, the vowel that would have been on \(C_{2}\) in the sound pattern is thrown back to \(\mathrm{C}_{1}\) and lengthened in compensation.
(2) In the verbal noun the vowel on \(\mathrm{C}_{2}\) is long and cannot be further lengthened for compensation; hence, the pattern receives a ta' marbüta in compensation for the loss of \(\mathrm{C}_{2}\).
76.3 Here follows a list of Form IV verbs from radicals already introduced:
\begin{tabular}{|c|c|}
\hline آتى give ("make come to") & أدرى make know \\
\hline إبدى make apparent & أذأ make taste \\
\hline أبكى make cry & إرضى make satisfied \\
\hline أبان make clear & أزال make pass away \\
\hline اجبى make flow & أقا \\
\hline اخاف make fear & التى cast, throw \\
\hline اخغى hide, conceal & اكما make die \\
\hline
\end{tabular}
76.4 Form IV of ra' \(\bar{a}\), 'arā 'to cause to see, to show.' As in the Gform imperfect, ra' \(\bar{a}\) loses its middle radical glottal stop. As the synopsis below shows, it becomes basically a weak-lām verb with a few characteristics of the hollow verb too.
\begin{tabular}{|c|c|c|c|c|}
\hline PERFECT & أرى & 'arā & أرى & 'uriya \\
\hline IMPERFECT & يرى & yuri & يرى & yurā \\
\hline SUBJUNCTIVE & يرى & yuriya & يرى & yurā \\
\hline JUSSIVE & ير & yuri & ير & yura \\
\hline IMPERATIVE & أر & 'ari & - & - \\
\hline PARTICIPLE & - & murin & مرى & muran \\
\hline VERBAL NOUN & & & & \\
\hline
\end{tabular}

\section*{Vocabulary}

بدل II baddala substitute something (acc.) (bi-for something else); v tabaddala change, exchange (bisomething) for something else (acc.)
balağa (u) bulūğ- reach, attain, amount to; IV 'ablağa make someone / thing (acc.) reach; announce, inform
احبا/يحیى hayya / yahyā and yahayyu live, be alive; IV حی"يحيا ، يحى 'ahyā / yuhyi (note spelling) bring to life, revivify
خطئ/يخطا xati'a (a) xata'- be mistaken, make a mistake, sin; IV axta' \(a\) err, miss, be off target
رود IV 'aräda want
صوب IV 'asäba hit the mark, afflict; (passive 'usibba) be stricken, afflicted
طع IV 'atāa \(a\) obey
عطر IV 'a'ṭā give someone (acc.) something (acc.)
وحى IV 'awhā inspire ('ilā someone) (bi- or acc., with something) or ('an that)
NOUNS
حی"احياء hayy-pl'ahyä'-alive
zulmat- pl zulumāt-darkness

\section*{OTHERS}

ابدأ 'abadan ever, (+ negative) never
'alä'an (+ subjunctive) on condition that
IDIOM
balağa'ašuddahu "he reached maturity" بلغ اشدّه

\section*{Exercises}
(a) Read and translate orally:
\[
\begin{aligned}
& \text { ا امر مطاع } \\
& \text { r r أ مخطئ } 1 \text { ا احجار ملقاة }
\end{aligned}
\]
\[
\begin{aligned}
& \text { ع المصاب مرضاً } 1 \text { م مطيعو الاوامر } 1 \text { I } 1 \text { ا إخفاء الوجه } 17 \text { ملقيات }
\end{aligned}
\]
vi إزالة الحياة 1 ا يذيقهم عذاباً 1 أصبت
(b) Read and translate:

```

                اه\mp@code{ا}
            r r إرنى الدنيا كـا ت
    ```





```

"जال "إن كنت جئت بآية فأت بها إ0 كنت من م

```

```

    ا\mp@code{ا}
    ```







```

        الكغر بالايمان نقد ضل سواء إماء السبيل. 
            \ v
    ```


\footnotetext{
1'Anठara warn.
\({ }^{2}\) Haqiq- worthy.
\({ }^{3}\) Sähir-sorcerer.
\({ }^{4} \theta a^{\prime} b a ̄ n\) - serpent.
\(5^{5}\) Arjā put off.
\({ }^{6}\) Häsir- announcer, herald
\({ }^{7}\) Ğalaba win.
\({ }^{8}{ }^{\text {Ajr }}\) - reward.
}

" ويعول الانسان أذا ما مت لسوف اخرج حيا؟

 1 لو اراد الله أن لا يغغر للعباد لـ خلت ابليس.
(c) Translate into Arabic:
1. When you have reached (the end of) your stipulated term, perhaps you will want to be reasonable and submit yourself.
2. When we advanced upon the band of the enemy, they drew back, then laid down their arms and turned and ran away, retracing their steps.
3. God inspires the prophets with his commands for the people, and the people believe and obey.
4. God said, "Whoever loves me, I keep on drawing near him until I am his eye, his ear and his hand."
5. I wanted to depart for the prayer, but I was unmindful of what had happened.
6. If you ( m pl ) had not mistaken the way, you would not have gotten lost in the darkness.

\section*{Reading Selection: Sūrat al-Mä’ida (5):20-25}

\section*{Moses and the Israelites at the Holy Land}
\[
\begin{aligned}
& \text { واذذ قال هوسى لقوهه "اذكروا نعة الله عليكم إذ جعل فيكم } \\
& \text { انبياء وجعلكم ملوكاً واتاكم ما لم يوُت احداً من العالمن (r.) } \\
& \text { يا قومى اد خلوا الارض المقدّسة التى كتب الله لكم ولا ترتدّرا على } \\
& \text { ادباركم فتنقلبوا خاسرين" (rl) } \\
& \text { قالوا ״يا موسى ان فيها قوماً جبَارين وانا لن ندخلها }
\end{aligned}
\]
\[
\begin{aligned}
& \text { حتى يخرجوا منها. فان يخرجوا منها فإنا داخلون" (r (r) } \\
& \text { قال رجلان من الذين يخافون أنعم اله عليهما صادخلوا عليهم الباب } \\
& \text { فإذا دخلتموه فإنكم غالبون ، وعلى الله نتوكلوا إن كنتم } \\
& \text { مؤمنين" (r (r } \\
& \text { قالوا "يا موسى انا لن ندخلها ابداً ما داموا فيها فاذهب انت وربك }
\end{aligned}
\]
\[
\begin{aligned}
& \text { قال ״ربى انى لا أملك الا نفسى واخى فافرق بيننا وبين القوم } \\
& \text { الغاسقين" قال "فإنها محرمة عليهم اربعين سنة يتيهن فى الارض . }
\end{aligned}
\]

\footnotetext{
\({ }^{1}\) Jabbär- giant.
\({ }^{2}{ }^{\prime}\) An'ama 'alā show favor to; ğalaba (i) vanquish; tawakkala 'alā rely on.
\({ }^{3}\) Dāma (ū) remain; qātala/yuqātilu fight; hāhunā right here; qa'ada (u) sit.
\({ }^{4}\) Faraqa (u) distinguish; fasaqa (uli) be dissolute; 'arba'ina sanatan "for forty years"; tāha (i) wander; 'asiya (ă) grieve.
}

\section*{Lesson Thirty-Four}

77 Reflexive/Medio-Passive Verbs: Form x. Characteristic of Form X is prefixed st-. The base pattern is ISTAF'ALA. This form is assumed to be the reflexive of an unused *SAF'ALA causative form, a few examples of which are to be met with in the Hebrew and AramaeoSyriac shaph'el (ששפעל) pattern, as שעבד (צa'bed) 'to enslave' and its reflexive/medio-passive אנחתעדT (istra'bad). Causatives in ša- are quite regular in Akkadian.
77.1 Form X in Arabic has three major connotations:
(1) Reflexive/medio-passive of factitive Form IV, as IV 'aslama 'to turn over, submit' > X istaslama 'to turn oneself over, give up,' and IV 'axraja 'to make (someone / something) go / come out' > X istaxraja 'to get (something) out for oneself, extract.'
(2) From stative G -forms, Form X denotes thinking that a thing has the quality of the G-form, sometimes with reference to oneself, as hasuna 'to be good' > X istahsana 'to think / consider (something) good, to approve,' and kabura 'to be big, great' > X istakbara 'to consider (someone / something or oneself) great, important.'
(3) Form X quite commonly denotes seeking or asking for what is meant by the G-form, as 'alima 'to know' > x ista'lama 'to seek to know, inquire,' and t ta'ām- 'food' > X istat' ama 'to ask for food.'

\subsection*{77.2 Synopsis of Form X}
\begin{tabular}{|c|c|c|}
\hline PERFECT & إ استفل istaf'ala & استا ustuf'ila \\
\hline IMPERFECT & يستفل yastafilu & يست yustaf'alu \\
\hline SUBJUNCTIVE & يستفـل yastaf'ila & يستفعل yustaf'ala \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|}
\hline JUSSIVE & يستفعل yastaf'il & يستفعل yustaf'al \\
\hline ImPERATIVE & استغل istaf il & - - \\
\hline Participle & مستغل mustafill- & . mustaf'al- \\
\hline VErbal noun & الستغkال istif'al- & \\
\hline
\end{tabular}
77.3 Form X of the doubled verb. Example from \(\sqrt{ } D L L\) :
\begin{tabular}{|c|c|c|}
\hline PERFECT & istadalla & ustudilla \\
\hline IMPERFECT & يستدل yastadillu & يستدل yustadallu \\
\hline SUBJUNCTIVE & يستدل yastadilla & يستدل yustadalla \\
\hline JUSSIVE & يستدل yastadilla/i & ، يستدل yustadalla/i \\
\hline & يستدلل yastadlil & يستدلل yustadlal \\
\hline IMPERATIVE & استدل istadilla/i & - - \\
\hline & استدلل istadlil & \\
\hline PARTICIPLE & مستدل mustadill- & مستدل mustadall. \\
\hline VERBAL NOUN & استدلال istidlāl- & \\
\hline
\end{tabular}
77.4 Form X of \(\mathrm{C}_{1}\) w/y verbs. The only patterns affected are the verbal noun, which becomes ISTI‘ \(\bar{A} L\)-, and the perfect passive, which is USTU'ILA. All other forms retain the \(w\) or \(y\) as a sound consonant. Example from \(\sqrt{ } \mathrm{YQN}\) :
\begin{tabular}{|c|c|c|}
\hline PERFECT & استيقن istayqana & Ustūqina \\
\hline IMPERFECT & يستيعن yastayqinu & - yustayqanu \\
\hline VERBAL NOUN & استِبقان istīqān- & \\
\hline
\end{tabular}

Example from \(\sqrt{ }\) WQF:
\begin{tabular}{|c|c|c|}
\hline PERFECT & istawqafa & ustüqifa \\
\hline IMPERFECT & يستوتف yastawqifu & يستوقغ yustawqafu \\
\hline VERBAL NOUN & استيقاف istīqāf- & \\
\hline
\end{tabular}
77.5 Form \(X\) of weak-läm verbs. Example from \(\sqrt{ }\) SQY:
\begin{tabular}{|c|c|c|}
\hline PERFECT & استسقى istasqā & استسقى ustusqiya \\
\hline IMPERFECT & يستسقى yastasqi & يستسقى yustasqā \\
\hline SUBJUNCTIVE & يستسقى yastasqiya & يستسقى yustasqā \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|}
\hline JUSSIVE & يستست yastasqi & يستست yustasqa \\
\hline IMPERATIVE & استست istasqi & - - \\
\hline PARTICIPLE & مستست mustasqin & مستسقىى mustasqan \\
\hline VERBAL NOUN & استسقاء istisqā'- & \\
\hline
\end{tabular}

All patterns conform to the principles given for weak-lām verbs in Forms VII and VIII (see §60.2).
77.6 Form \(X\) of hollow verbs. Example from \(\sqrt{ } Q W M\) :
\begin{tabular}{|c|c|c|}
\hline PERFECT & استقام istaqāma & ustuqima \\
\hline IMPERFECT & يستقيم yastaqimu & يستعام yustaqāmu \\
\hline SUBJUNCTIVE & يستقيم yastaqima & يستقام yustaqāma \\
\hline JUSSIVE & يستقم yastaqim & يستّق \\
\hline IMPERATIVE & استقم istaqim & - - \\
\hline PARTICIPLE & مستّيم mustaqim- & مستّا mustaqām- \\
\hline VERBAL NOUN & استقامة istiqāmat- & \\
\hline
\end{tabular}

See remarks on the synopsis of Form IV hollow verbs (\$76.2).
77.7 A selective list of familiar roots in Form X:
ask permission
consider good, prefer ('alā over)
استدل ask to be shown ('alā) something
call upon as witness
استعـل put to work, use, employ
استقام stand erect, be straight, true, go straight to ('ilā)

استحب" prefer, consider good/
better
استخرج
extract, take out for oneself
استسلم turn oneself over, submit
استعلم request information
استكبر be haughty, proud, consider something (acc.) great

\section*{Vocabulary}
saqā (i) saqy-give water to, give to drink; IV 'asq \(\bar{a}=\) G; X istas \(q \bar{a}\) ask for water
ص tasaddaqa give alms
طع X istatāāa have the endurance / capability for, be able / capable of
طعم IV 'at'ama feed; X istat'ama ask for food
عجل 'ajila (a) 'ajal(at)- hurry, hasten (intr.); II 'ajjala hasten (trs.); V ta'ajjala = G, be ahead of, precede; \(\mathbf{x}\) ista' jala be in a hurry, rush
متع II matta'a enable someone (acc.) to enjoy (bi-) something; equip; V tamatta'a enjoy (bi-) something; X istamta'a enjoy, relish (bi-) something
naṣara (u) naşr-help, assist ('alā againt); VIII intaşara be victorious, triumph ('alä over), take revenge (min on); X istansara ask for assistance
NOUNS
حديد hadid-iron
ريح/رياح، ارياح rilh-pl riyäh-l'aryäh-wind
据
يتيم/ايتام، يتامى yatīm-pl'aytām-lyatāmā orphan
OTHERS

> متى matā when?
> بعدما ba'da-mā after (conj.)

\section*{Exercises}
(a) Read and translate:
\begin{tabular}{|c|c|}
\hline V & | استدلله على السبيل \\
\hline ^ ^ استحسنوا لعماله & r \({ }_{\text {r }}\) \\
\hline ¢ & r ا إبل مسقيهاً \\
\hline - 1 استقمنا اليهم & يستخرجنها لأنفهن \\
\hline  & متُعونى فاستمتعت با \\
\hline r ir لا & استطعهانا فاطعهناهنا \\
\hline
\end{tabular}
```

\
| ا

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(b) Read and translate:

ا ״يا ابن آدم استطعتلك فلم تطعنى" قال ״يا رب وكيف اطعمك وانت
 الم علمت النك لو اطعته لوجدت ذلك عندى فلم تسقنى" قال ״يا رب كيف اسقيك رانت رب العالمين ؟" تال ״استسقاك

عبدى فلان فلم تسقه. اما علمت انل لو سقيته لوجدت ذلك عندى ؟؟" r r لا تتخدّوا آباءكم واخوانكم اولياء إن استّحبوا الكفر.
 ع انظر كيف ضربوا لك الامثال نضلوا فلا يستطيعون سبيلاً. ه انـا الهكم اله واحد فاستقيبوا اليه واستنغروه.

- لا v v ^ اللا ولى الذين آمنوا - يخرجهم من الظللمات الى النور. والذين الـين كفروا اولياؤهم الطاغوت1 - يخرجونهر من النور الى الظلمات . الـئر الئلُ اصحاب
-النار هم فيها خالدون
1 خلق الانسان من عجل. ساريكم آياتى فلا تستعجلونى ويقولون "متى هذا الوعد إن كنتم صادقين ؟"
- 1 الذين من قبلكم كانوا اشد منكم توةً واكثر اموالاً واولاداً ناستمتعوا بخلاقهم² فاستمتعتم بخلاتكم كـا استمتع الذين الانين من قبلكم الا ال الم تر أنهم يقولون ما لا يغعلون الا الذين آمنوا وعملوا الصالحات وذكروا
Ir

 الجبال؟" قال "نعم، الحديد". نقالت ״يا رب هل من من هِلُ شیء اشد من

الحديد ؟" قال "نعم ، النار". نقالت "يا رب هل من خلقك شىء اشد من

 الريح؟" قال ®نعم، الانسان • يتصدت باح" بيمينه فيخفيها عن شماله" (من

الحاديث انس بن مالك)1
(c) Translate into Arabic:
1. Ask (fem. sing.) forgiveness, for you have sinned greatly.
2. Not everyone who casts hits the mark.
3. When Adam's two sons made a sacrifice in obedience to God, it was accepted from one of them and not from the other.
4. If they follow that which avails them not, their hearts will be filled with the darkness of unbelief.
5. God inspired the prophet with the word of truth.
6. Are the women able to go on foot?

\footnotetext{
\({ }^{1}\) Tăğūt-false gods.
\({ }^{2}\) Xalä \(q\) - lot.
}
\({ }^{1}\) Māda (i) sway; 'ajiba (a) wonder, be astonished; siddat- might.

\section*{LESSON THIRTY-FIVE}

\section*{Lesson Thirty-Five}

78 Effective Verbs: Form III. Characteristic of the effective Form III is a lengthening of the vowel of \(\mathrm{C}_{1}\). The base pattern is \(\mathrm{FA}^{\dagger}{ }^{\dagger}\) ALA.
78.1 Since the basic notion of Form III is the qualitative or active effect one person has upon another, the form is necessarily transitive. There are three common connotations of Form III:
(1) From stative and qualitative G-forms, Form III indicates that the subject employs that quality towards the object, as hasuna 'to be good' > III hāsana 'to treat (someone) kindly, well.'
(2) When the G-form denotes an act, the receiver of which is indicated through a preposition, Form III takes the receiver of the action as a direct object, sometimes with reciprocal overtones, as qāma' 'ilā 'to rise up against' > III qāwama 'to resist, oppose'; צarika 'to participate' > III säraka 'to enter into partnership with'; xalafa 'to lag behind, stay away' \(>\) III \(x a ̈ l a f a\) 'to be at variance with, differ from.'
(3) When the G-form immediately affects an object, Form III denotes an attempt to perform that act upon the object, often with the idea of competition, as qatala 'to kill' > III qaatala 'to attempt to kill, fight with'; șara' \(a\) 'to throw down' > III sära' \(a\) 'to wrestle with.'
78.2 Synopsis of Form III.
\begin{tabular}{|c|c|c|}
\hline & ACTIVE & PASSIVE \\
\hline PERFECT & فاعل fä'ala & فوعل fü'ila \\
\hline IMPERFECT & يغاعل yufă'ilu & يفاعل yufāalu \\
\hline SUBJUNCTIVE & يغاعل yufāila & يغاعل yufāala \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|}
\hline Jussive & يفاعل yufã'il & يغاعل yufā'al \\
\hline IMPERATIVE & فاعل fä'il & - - \\
\hline PARTICIPLE & مغاعل mufã \({ }^{\text {مell- }}\) & مفاعل mufā'al- \\
\hline VErbal noun & مـاعلة (1) mufā'alat(2) fi'āl- & \\
\hline
\end{tabular}

Example from \(\sqrt{ }\) క̌HD:
\begin{tabular}{|c|c|c|}
\hline PERFECT & شاهد & شوهد \\
\hline IMPERFECT &  & يشاهد yusahhadu \\
\hline SUBJUNCTIVE &  & يشاهد yušăhada \\
\hline JUSSIVE & يشاهد & يشاهد yưāhad \\
\hline IMPERATIVE & \% شاهد & - - \\
\hline PARTICIPLE & مشاهد mus̃ăhid- & / musãhad- \\
\hline VErbal noun & (1) mus̄āhadat- & \\
\hline & (2) Sihäd- & \\
\hline
\end{tabular}

\section*{REMARKS:}
(1) The basic lengthening of the \(C_{1}\) vowel characteristic of this form applies to the perfect passive as well as the active.
(2) The pronominal prefix vowel of the imperfect is \(-u\)-. Form III completes the set of forms that take this characteristic vowel in the imperfect: Forms II, III \& IV.
(3) Form III alone of all increased forms regularly produces two verbal nouns. With some roots usage is the sole criterion as to which of the two is produced. Where both are in use, it can be said generally that MUFA'ALAT- retains more of the verbal sense, while FI'AL- tends to be slightly more nominalized, as from \(\sqrt{ }\) QTL, muqātalat- 'fighting, doing battle' and qitāl- 'battle, combat.'
78.3 Synopsis of Form III doubled verbs. Example from \(\sqrt{ } D R R\) :
\begin{tabular}{|c|c|c|}
\hline PERFECT & - dārra & dūrira \\
\hline IMPERFECT & ض yudārru & يض yudārru \\
\hline SUBJUNCTIVE & يضارّ yudārra & yudārra \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|}
\hline JUSSIVE & يض yuḍārra/i & يضارٌ yuḍārra/i \\
\hline & يضارد yudārir & يضارد yudārar \\
\hline PARTICIPLE & مضار" mud̄är- & , mudärr. \\
\hline VERBAL NOUN & مضارة (1) mudārrat- & \\
\hline & ضرار & \\
\hline
\end{tabular}

REMARKS:
(1) This is the only verbal form in Arabic to produce regularly a long vowel followed by a doubled consonant, but only long \(-\bar{a}\) - followed by a doubled consonant is tolerated phonetically.
(2) The vocalic structure of the perfect passive overrides the tendency of the two like consonants to coalesce, hence dürira. In all other forms, except the second jussive, the distinction between the active and passive is obscured.
78.4 Synopsis of Form III weak-lām verbs. Example from \(\sqrt{ } N D W\) :
\begin{tabular}{|c|c|c|}
\hline PERFECT & نادى nād̄̄ & نودى nūdiya \\
\hline IMPERFECT & ينادى yunādi & , yunädä \\
\hline SUBJUNCTIVE & ينادى yunādiya & , \\
\hline JUSSIVE & يناد yunādi & يناد yunāda \\
\hline IMPERATIVE & ناد nādi & - - \\
\hline PARTICIPLE & مناد munädin & منادى munädan \\
\hline VERBAL NOUN & مناداة (1) munādāt- & \\
\hline & (2) nidä'- & \\
\hline
\end{tabular}

By this time these forms should not need explanation. Note especially that \(\mathrm{C}_{3} w / y \rightarrow\) glottal stop after \(-\bar{a}\) - in the second noun.

79 Reciprocal Verbs: Form VI. Characteristic of the reflexive pattern of the reciprocal Form VI is the prefixed \(t a\) - of Form V. Form VI thus stands in relation to Form III exactly as Form V does to Form II. The basic pattern for Form VI is TAFA‘'ALA.
79.1 Form VI does not give a reflexive connotation so much as the sense of mutuality and reciprocity with regards to the signification of

Form III. Being mutual, or reciprocal, Form VI of necessity involves more than one person, and there is commonly no passive. Examples: radiya 'to be satisfied' > III rād \(\bar{a}\) 'to try to please, conciliate' \(>\) VI tarād̄ā 'to come to mutually satisfactory terms'; III xālafa 'to differ with' > VI taxālafa 'to be at odds one with another.'

A second-and fairly common-connotation of Form VI is the pretence of a quality, as jahila 'not to know' > VI tajāhala 'to feign ignorance'; mariḍa 'to be ill' > VI tamäraḍa 'to feign illness'; nasiya 'to forget' > VI tanāsā 'to pretend to forget.'
\begin{tabular}{|c|c|c|}
\hline & ACTIVE & PASSIVE (rare) \\
\hline PERFECT & تغاعل tafā'ala & تفوعل tufū'ila \\
\hline IMPERFECT & يتغاءل yatafä'alu & يتفاعل yutafä'alu \\
\hline SUBJUNCTIVE & يتفاعل yatafä'ala & يتفاعل yutafä'ala \\
\hline JUSSIVE & يتفاعل yatafā'al & يتغاعل yutafā'al \\
\hline IMPERATIVE & تناعل tafáal & - - \\
\hline PARTICIPLE & متفاعل mutafāil- & متفاعل mutafā'al- \\
\hline VERBAL NOUN & تفاعل tafä‘ul- & \\
\hline
\end{tabular}

See remarks (1) and (4) for Form V (§67.1).
79.3 Synopsis of Form VI for weak-lām verbs. Example from \(\checkmark_{N S Y:}\)
\begin{tabular}{|c|c|}
\hline PERFECT & ت \(\operatorname{\text {ranāsa}}\) \\
\hline IMPERFECT & يتناسى yatanāsā \\
\hline SUBJUNCTIVE & يتناسى yatanāsā \\
\hline JUSSIVE & يتناس yatanāsa \\
\hline IMPERATIVE & تناس tanāsa \\
\hline PARTICIPLE & متناس mutanāsin \\
\hline VERBAL NOUN & تناس tanāsin \\
\hline
\end{tabular}

See remarks on Form V weak-lām verbs (§69.1).
79.4 A selective list of familiar roots in Forms III and VI:

FORM III
Take to task (bi-for)
, entice
make peace تسالم be reconciled
شاهد
عامل trade, do business with

قابل confront, stand opposite
تاتل fight with
قاوم oppose, resist
كاتب write to
كاثر outnumber
كالم speak with

ماثل resemble

مانع put up resistance to

ناظر argue, debate

FORM VI

تعامل trade, do business with each other تقابل be face to face, get together

تقاوم resist each other
تكاتب correspond with each other
تكاثر band together

تلاوم
تناثل resemble each other, be alike rend

تـارض pretend to be sick

تناسى pretend to forget
تناطلر dispute with one another تحاب" love one another

\section*{Vocabulary}
lil 'anisa (a) /'anusa (u) 'uns- be friendly, on intimate terms (bi-/'ilă with); perceive; II 'annasa put at ease, tame; III 'ānasa be friendly, cordial to; IV 'ānasa keep company, observe, espy; X ista' nasa be sociable, on familiar terms with
اوى 'aw \(\bar{a}(\bar{i})\) seek shelter, refuge; IV ' \(\bar{a} w a \bar{a}\) take refuge ('ila at), give shelter to
برك III bäraka bless ( \(f \bar{l}\) ) someone/thing; VI tabāraka be blessed

جهd III jāhada endeavor, strive; VIII ijtahada work hard, be industrious
ز \({ }^{\text {jád } a(\bar{u}) j a w ' \text { be hungry }}\)
'alā( \(\bar{u})\) 'ulūw- be high, tall, rise ('an above); VI ta'ālā be exalted ('an over), be sublime; (VI imperative) ta'āla come on!; X ista'lā rise, tower ('alā over), be master ('alā of)
ندو III nādā call / cry out to, proclaim
نْتّ III näfaqa be hypocritical, dissimulate; IV 'anfaqa spend, expend
هجر hajara (i) hajr-/hijrän- part company with, be separated from; III hājara migrate; VI tahājara desert each other, break up
NOUNS
إنس 'ins- humanity (as opposed to beasts, djinn, \&c.)
barakat- pl -āt-blessing
ذنب/ذنوب ðатb- pl дипйb- sin
قبر/قبور qabr- pl qubūr-grave
OTHER
سبحان subhäna (+ construct) "glory be to"

\section*{Exercises}
(a) Read and translate:


> بالشمس من المشرت فأت بها من المغرب" فُبهت الذى كفر واله لا يهدى 1.القوم الظالمين
> r إن الذين آمنوا وهاجروا وجاهدوا باموالهم وانفسه فى سبيل اله والذين
ولايتهم من شىء حتى يهاجروا. وإن استنصروكم فى الدين الدين انعليكم النصر الا
ع عبارك الذى بيده الملك وهو على كل شىء تدير
قبس" فلـا جاءها نودى ان "بورك من فَى النار ومَن حولها ، وسبحان الش اله
r وهذا كتاب أنزلناه مبارك فاتبعوه واتّقوا لعلكم تُرحمون .
v وما اصابكم فباذن اله وليَعلم المؤمنين وليُعلم الذين نانتوا وقيل لهم
أعلم بما يكتمون 5
^ 1 فاقبل بعضهم على بعض يتلارمون .
محرمّاً فلا تظلالما . يا عبادى كلكم ضالَ الا من هديته فاستهدونى أهدكم. يا
الا من كسوته فاستكسونى اكسكم. يا عبادى انكم تخطئون بالليل والنهار
وانا أغفر الذنوب جميعاً فاستنفرونى أغغر لكم. 6
• 1 لا تمارضوا8 فتترضوا ولا تحفروا تبوركم فتموتوا . 7
(c) Translate into Arabic:

\footnotetext{
\({ }^{1}\) Häjja dispute with; mašriq- east; mağrib- west; buhita be flabbergasted.
\({ }^{2}\) Walāyat- friendship; mïäq- pacı.
3 šihäb- qabas- borrowed flame; hawla around.
\({ }^{4}\) Law followed by the imperf. ind. gives the sense of "if only."
\({ }^{5}\) Dafa'a (a) repel; yawma'izin "on that day"; fam- pl 'afwāh- mouth; katama (u) conceal.
\({ }^{6 ‘}\) Ariya be naked; kasā ( \(\left.\bar{u}\right)\) clothe.
\({ }^{7}\) Hafara (i) dig.
\({ }^{8}\) See §67.4.
}
1. It is not seemly for you to rush to the spring. Ask me for water and I will give you to drink of what I have.
2. Let them enjoy their triumph over those who have oppressed the orphans of their people.
3. A proclaimer called out to the people of the city, saying, "Let the women and children take refuge at the mountain, and let the men strive until the fighting is concluded."
4. The hypocrites say that they have spent much to feed the poor, but they have spent nothing and the poor have not been provided with sustenance.
5. The messenger was sent but was killed on his way, and so he was not able to give them the good news.

\section*{Lesson Thirty-Six}

80 The Adjectival Pattern of Colors and Characteristics: 'AF'ALU. Adjectives of colors and characteristics (generally physical defects) have special patterns that differ from the regular adjectival patterns encountered so far.
\begin{tabular}{ccc} 
MASC. SING. & FEM. SING. & COMMON PL. \\
أفعل 'af'alu \(f a^{\prime} l \vec{a} ’ u\) & \({ }^{\prime} u\) & فعل \(f u\) 'l-
\end{tabular}

The plural of this pattern is used with all plurals, including inanimate things. Examples are:
\begin{tabular}{|c|c|c|c|}
\hline 'green' & 1 'axdaru & خضراء xadrä'u & خضر xudr- \\
\hline 'yellow' & اصفر 'asfaru & صفراء safrā'u & صesufr- \\
\hline 'mute' & إبكم 'abkamu & بكها bakmä'u & بكم \\
\hline
\end{tabular}
80.2 \(\mathrm{C}_{2} w\) roots are perfectly regular in formation.
\begin{tabular}{|c|c|c|c|}
\hline 'black' & ا'أ 'aswadu & سوداء sawdä'u & سود sūd- \\
\hline 'one-eyed' & أعور 'a'waru & ¢وراء 'awrā'u & عور 'ūr- \\
\hline
\end{tabular}
80.3 The only exception in the formation of \(\mathrm{C}_{2} y\) roots is the harmonization of the vowel of the plural to the \(y\) radical ( \({ }^{*} u y \rightarrow i\) ).
'white' ابيض 'abyadu بيضاء bayḍ̆ă'u بيض bịd-
80.4 The weakness of \(\mathrm{C}_{2}\) w/y roots appears as alif maqsūra in the masculine singular and \(-y\) - in the feminine and plural.
'blind' أمثى 'a'mā عمياء 'amyā'u عمى 'umy-
80.5 In the masculine singular of doubled roots, the vowel that would have separated \(\mathrm{C}_{2}\) and \(\mathrm{C}_{3}\) is thrown back onto the first consonant. The feminine and plural patterns are unaffected.

81 Verbs of Colors and Characteristics: Form IX and Form XI. Characteristic of the verb of colors and (physical) characteristics, Form IX, is the doubling of \(\mathrm{C}_{3}\). The base pattern is IF'ALLA. There is no passive of this form.
81.1 Synopsis of Form IX. Example from \(\sqrt{ } S W D\) :
\begin{tabular}{|c|c|c|}
\hline PERFECT & انعل iffalla & اسود iswadda \\
\hline IMPERFECT & ينعل \({ }^{\text {ي\% }}\) yaf'allu & يسود" yaswaddu \\
\hline SUBJUNCTIVE & ينعل \({ }^{\text {ي }}\) yaf'alla & يسود yaswadda \\
\hline JUSSIVE & يغعل yaf'alla/i & يسود \({ }^{\text {يسو }}\) yaswadda/i \\
\hline & يغعلل yafalil & يسودد yaswadid \\
\hline PARTICIPLE & ' مفعل mufall- & مسود muswadd- \\
\hline VERBAL NOUN & افعلال if ilal- & اسوداد iswidād- \\
\hline
\end{tabular}
81.2 The verbs of this form are vitually limited to roots of color and physical characteristics, as 'aswadu 'black' > IX iswadda 'to become black, be blackened'; 'asfaru 'yellow' > IX isfarra 'to turn yellow, become jaundiced'; 'a'waju 'crooked' > IX i'wajja 'to be bent, crooked.'
81.3 Form XI (IF‘ALLA) is characterized by lengthening the vowel before the doubled \(\mathrm{C}_{3}\) of Form IX. Form XI is quite rare and is indistinguishable from Form IX in meaning.

82 Other Verbal Forms: XII-XV. The remaining increased forms of the verb are too rare to deserve more than a passing listing. Almost all known examples of these are stative or qualitative and hence have no passive.
\[
\begin{aligned}
& \text { انعوعل XIIIF‘AW‘ALA } \\
& \text { انعولّ XIII IF'AWWALA } \\
& \text { افعنلر XIV FF'ANLALA } \\
& \text { افعنلى XV IF‘ANLĀ }
\end{aligned}
\]

\section*{Vocabulary}

بصر baṣura (u) / bașira (a) baṣar- + bi- look, see, understand; II basṣara make see, enlighten; IV 'absara see, behold; V tabassṣara reflect (bi-/fì on); X istabșara be able to see
IV 'asbaha become (in the morning); get / wake up in the morning
فتو IV 'aftā give / issue a (legal) opinion / counsel; X istaftā seek opinion / counsel from someone (acc.) (fi concerning)
faraqa (u) farq- separate, part (int.), distinguish (bayna between / among); II farraqa part, separate (trs.); III färaqa disengage oneself from, part with, quit; V tafarraqa be separated, divided, scattered; VIII iftaraqa \(=\mathrm{V}\)

\section*{NOUNS AND ADJECTIVES}
'abkamu mute, dumb
أبيض 'abyadu white
أحصر 'ahmaru red
أخضر 'axdaru green
أزرت 'azraqu blue
أسود 'aswadu black
أصفر 'asfaru yellow
أصم 'așammu deaf
أعمى 'a'mā blind
بصر/ابصار baṣar- pl 'abṣār-vision, sight, insight
däbbat- (usually masc.) pl dawäbbu beast, (riding) animal
فتوى/فتاوِ، فتاوى fatwā pl fatāwinlfatāwā (legal) opinion, counsel
subḥ- / ṣabāh- morning, dawn, daybreak
OTHERS
|ما 'ammā as for (topicalizer, with main clause introduced by \(f a\)-)

بلى balä yes (affirmative response to a negative question, like \(s i\) in French)
, \(w a\)-'in even if

\section*{Exercises}
(a) Give the Arabic:
\begin{tabular}{ll} 
1. red stones & 7. a one-eyed devil \\
2. black kings & 8. white queens \\
3. a green tree & 9. green trees \\
4. a blind hypocrite & 10. deaf mutes \\
5. a black book & 11. a black calf \\
6. yellow houses & 12. blue birds
\end{tabular}
(b) Read and translate:

ا استفت تلبك وإن أفتالك المفتون.

 ايمانكم؟ فذوقوا العذاب بها كنتم تكفرون . واما الذين ابيضتّ وجوهه

فغى رحمة الله هم فيها خالدون .
ع ألم تر ان الله أنزل من السماء ماء فتصبح الارض مخضرةٍ

يملكون لانفسه نْععاً ولا ضرآ؟ قل "هل يستوى الاعمى والبصير ام هل تستوى الظلمات والنور ام جعلوا الش شركاء خلقوا كخلقء؟" قل ״الله خالق
كل شىء وهو الواحد"

ף فلا تطع الكافرين وجاهدهم جهاداً كبيراً .


^ اذا جاءك المنافقون قالوا ״نشهد انل لَرسول الش" واله يعلم اتك لرسوله والل يشهد ان المنافقين لكاذبون
Q تل لئن اجتمعت الانس والجن على ان ياتوا بمثل هذا القرآن لا ياتون بمثله. - 1 واذ اخذ ربك من بنى آد من ظهر رهم ذريتهم وأشهدهم على انفسهم
"ألست بربكم؟" قالوا ״بلى شهدنا" أن تقرلوا يوم القيامة ״إنا كنا عن هذا
غافلين" ا, تقولوا "إنها أشرك آبازنا من قبل وكنا ذرية من بعدهم أفتهلكنا
\ا بان شر الدواب عند المبطلون ؟یاله الصم البكم.
(c) Translate into Arabic:
1. He almost appointed the worst of men as his successor, but a voice cried out from heaven, saying, "Your deeds will be reckoned."
2. As for those who disobey God's commands, the judge issued an opinion that they be killed.
3. At the end of this world God's promise will be fulfilled, and ev-erything-the sun, the moon and the stars, the stones and rivers of the earth, and the birds and beasts, and humankind and the djinn-will pass away; but God will abide.
4. Solomon was blessed by God as a prophet and king, and the djinn were tamed for him in order to break the stones for God's house.
5. When they arose in the morning they beheld a green genie entering the city on a white beast.
6. The man pure of heart disengaged himself from his people in order to strive to draw near to God.
7. The hypocrites said, "Give us refuge from our enemy." But when they entered among us they laid a plot to strike the black stone so that it would be broken.

\footnotetext{
\({ }^{1}\) Zuhūr- loins; \(\delta u r r i y y a t-\) progeny; 'an here, "lest"; 'ahlaka destroy; 'abtala talk idly.
}

\section*{Lesson Thirty-Seven}

83 The Pattern of the Noun of Place: Maf'AL-. The pattern for the place where an activity takes place is MAF \({ }^{6} A L\)-.
83.1 G-form verbs that have \(-a\) - or \(-u\) - as the characteristic vowel of \(\mathrm{C}_{2}\) in the imperfect usually form the noun of place of the pattern MAF'AL(AT)-, the presence or absence of the feminine sign not being predictable. Verbs with \(-i\) - as the imperfect vowel form the noun of place on the pattem MAF‘L(AT)-. The plural of both MAF'AL(AT)- and MAF‘IL(AT)- is MAFĀ \({ }^{\text {‘ }}\) ILU.

Here follows a list of nouns of place derived from familiar roots:
\begin{tabular}{|c|c|}
\hline - \({ }^{\text {cose }}\) safe place & معمل workshop \\
\hline مأوى shelter & مغرّ junction, intersection \\
\hline مجرى river-/watercourse & مقتل mortal spot \\
\hline محجر quarry & معام \\
\hline محكّة court & مكتب school \\
\hline مخرج exit & مكان place \\
\hline مدخل entrance & مدلكة kingdom \\
\hline مذهب way, route & منار lighthouse \\
\hline مسجد mosque & منزل halting-place, stage \\
\hline مسكن dwelling & منظر watchtower \\
\hline مسیر & مهجر place of emigration \\
\hline مطلع point of ascent (sun, star) & position, place \\
\hline
\end{tabular}

Note in this list that the third radical of \(\mathrm{C}_{3} w / y\) roots is replaced by alif maqșūra. Since the alif maqșüra takes the place of a radical consonant, the indefinite triptote ending is retained, i.e., they end in -an in the indefinite and \(-\bar{a}\) in the definite.
83.2 The noun of place for the increased forms is identical to the masculine-singular passive participle. Plurals are in -āt-. Examples of such relatively rare nouns of place are:
```

0% meeting-place, communal gathering

```

```

place of prayer, oratory
ملتقى/ملتقيات meeting place, rendezvous, battlefield

```

84 The Pattern of the Noun of Instrumentality: Mif \({ }^{6}\) AL-. The pattern of nouns indicating implements and instruments is MIF \({ }^{\text {c }}\) AL-. The vowel between \(\mathrm{C}_{2}\) and \(\mathrm{C}_{3}\) may be long, giving MIF‘AL-. The plural of MIF'AL- is MAFA \({ }^{\prime}\) 'ILU; the plural of MIF‘AL- is MAFA \({ }^{‘}\) 'ILU. Examples of these patterns are:

```

            مبرد/مبارد% file (< barada to file)
        mithcal, a unit of weight (< &aqula to be heavy)
        م\mp@code{مجر/مجامر' brazier (< jamr- embers)}
    ```

```

     مصباح/مصاببح' lantern, light (< sabuha to be radiant)
    . plectrum (< daraba to strike)
oonener, key (< fataha to open)

```

85 The Patterns of Nouns of Instance (fa \({ }^{6}\) LAT-) and Manner (FI'LAT-).
85.1 The noun of instance, i.e., the noun that indicates the action or state of the verb done once, is on the pattern FA'LAT-. These nouns are used almost exclusively as cognate accusatives (see §29). Whereas the normal cognate accusative with the verbal noun may either strengthen or intensify the connotation of the verb or serve as a "dummy" carrier for
an adjective used adverbially, the noun of instance as cognate accusative means "once," "one time." For instance, in the construction
\[
\text { ضربنى ضرباً شديداً darabani darban } \begin{gathered}
\text { sadidan }
\end{gathered} \quad \text { He struck me sharply. }
\]
the cognate verbal noun may be replaced by the noun of instance:


The noun of instance may also be modified like any cognate accusative.
\[
\begin{aligned}
& \text { ضربنى ضربةً شديدةٌ darabani darbatan He gave me a sharp } \\
& \text { sadidatan } \\
& \text { blow. } \\
& \text { ضربنى ضربتين شديدتين } \\
& \text { צadīdatayni blows. }
\end{aligned}
\]
85.2 The noun of manner, which indicates the manner in which something is done, is on the pattern FI'LAT-, e.g.:
\[
\begin{aligned}
& \text { ض dahika > dihkat- manner of laughing } \\
& \text { xalaqa>xilqat- disposition }
\end{aligned}
\]
\[
\begin{aligned}
& \text { gait }
\end{aligned}
\]

Theoretically all G-form verbs are susceptible to these two patterns; however, only a limited number of the potentially available ones are in actual use.

86 Optative and Assertory Uses of the Perfect. The verb in the perfect (negative with \(l \bar{a}\) ) is used to assert what is assumed or hoped to be a fact. This occurs in wishes, prayers, curses, \&c. Such phrases commonly follow proper names.
an-nabiyu muham-
عليه وسلم \(\begin{gathered}\text { 'alayhi wa-sallama sallā llāhu }\end{gathered}\)
abū-bakrin \({ }^{i}\) ş-şiddìqu radiya llāhu 'anhu

The Prophet Muham-mad-may God pray for him and grant him peace! Abu-Bakr the Right-eous--may God be pleased with him.
\begin{tabular}{|c|c|c|}
\hline فلان بن فلان رحه الل & fulānu bnu fulānin rahimahu llähu & So-and-So son of So-and-So-may God have mercy upon him. \\
\hline وجه & aš-šayxu fulānun karrama llähu wajhahu & Shaykh So-and-Somay God ennoble his countenance. \\
\hline ابليس لعنه الل| & 'iblisu la'anahu llăhu & Iblis-may God curse him! \\
\hline السلطان فلان دام ملكه & as-sultānu fulānun dāma mulkuhu & Sultan So-and-Somay his kingdom endure forever! \\
\hline
\end{tabular}

The standard phrases tabāraka and ta'ālā, which follow the name of God, may be translated as optatives, although it should be realized that they are clearly assertory in nature.
\[
\begin{gathered}
\text { allāhu tabāraka wa- } \\
\text { táálā }
\end{gathered}
\]
\[
\begin{aligned}
& \text { God-blessed and } \\
& \text { exalted is (be) He! }
\end{aligned}
\]

\section*{Vocabulary}

VERBS
جزى \(j a z \bar{a}(\bar{i})\) jazā'- requite, reward, punish (bi-/'alā for); III \(j \bar{a} z \bar{a}=\mathrm{G}\)
حفظ hafiza (a) hifz- preserve, protect, memorize; III hăfaza watch out ('alā for), be mindful ('alā of); VIII ihtafaza + bi- guard, maintain; X istahfaẓa commit something (acc.) to the charge of (acc.)
حوط IV 'ahāṭa surround (bi-/-hu) someone (bi-l-hu with); viII ihtāta be careful, on one's guard
saraqa (i) sariqat- steal, rob; VII insaraqa be / get stolen; VIII istaraqa filch, pilfer
نسد fasada (u) fasād-rot, decay, be wicked, vain; IV 'afsada spoil, corrupt, act wickedly
نكر nakira (a) not to know / recognize, deny, disown; IV 'ankara refuse to acknowledge, disavow, disclaim
وكل wakala (i) wakl-/wukül- entrust ('ilā to); iI wakkala authorize, put in charge (bi- of); v tawakkala 'alā rely on, depend upon, put one's confidence in; viII ittakala \(=\mathrm{V}\)

\section*{NOUNS}

بضاعا/بضائع bida \({ }^{\text {c }}\) 'at- pl badä \({ }^{\prime} i^{\prime} u\) wares, merchandise
شهاب/شهب
مثقال/مثاقيل miAqãl- pl maAäqilu small weight
معرون ma'rüf- act of favor / kindness, good deed (opposite of munkar-)
marji' - pl marāji'u refuge, recourse, retreat
munkar-abomination, objectionable act
IDIOM
istaraqa s-sam'a"he eavesdropped"

\section*{Exercises}
(a) Read and translate:
\[
\begin{aligned}
& \text { ا يا ابن آدم أقم الصلاة وأمر بالمعروف وآنه عن المنكر واصبر على ما أصابك. }
\end{aligned}
\]
\[
\begin{aligned}
& \text { البينات واولئلك لهم عذاب عظيم }
\end{aligned}
\]
\[
\begin{aligned}
& \text { الا من استرت السمع فأتبعه شهاب مبين . } 5 \\
& \text { v }
\end{aligned}
\]

\footnotetext{
\({ }^{1}\) Jahim- hell.
\({ }^{2}\) Taku, apocopated form of takun.
\({ }^{3}\) Habbat-seed; xardal-mustard; saxrat- rock.
4' Aflaha be successful.
\(5_{B u r j-\mathrm{pl}}\) burūj-constellation; zayyana decorate, embellish.
}
\[
\begin{aligned}
& \text { باسم اله الرحمن الرحيم الاَ تعلوا على" واتونى مسلمين" قالت ״يا ايها الملا }
\end{aligned}
\]
\[
\begin{aligned}
& \text { والامر اليكُ فانظرى ماذا تامرين" قالت "إن الموك اذا اذا دخلوا قرية أفسدوها }
\end{aligned}
\]
\[
\begin{aligned}
& \text { يرجع المرسلوني" } \\
& \text { ^ من اجل ذلك كتبنا على بنى اسرئيل انه من قتل نفساً بغير نغس ار فساد }
\end{aligned}
\]
\[
\begin{aligned}
& \text { ولقد جاءتهم رسلنا بالبينات ثم ان كثيراً منهم بعد ذللُ فى الارض } \\
& \text { لمسرفون }{ }^{2} \\
& \text { • الهكم اله واحد فالذين لا يُمنمن بالآخرة قلوبهم مُنكِرة وهم مستكبرون. }
\end{aligned}
\]
(b) Translate into Arabic:
1. He put his brothers, whom he loved, in charge of all the kingdom.
2. When the evil-doers subjugated the village, some of the people submitted, others turned and fled, and others fought until they were slain.
3. The meaning of the prophet's words is to command the good and forbid the abomination.
4. The beasts can see and touch and taste; but man, to the exclusion of all beasts, has reason.
5. The friends of God who recite the beautiful verses of the Koran are rewarded with paradise, beneath which flow rivers eternally.
6. Go to the village of your fathers and hand over this legal opinion. If the inhabitants of the village refuge to acknowledge my rule over them, punish them severely for their disobedience.
7. I and my partners sought a legal opinion from the learned men of the religion.
8. Only the purified may touch this book.

\footnotetext{
\({ }^{1}\) Qata'a 'amran make a final decision; 'aziz- pl 'a'izzat- powerful; balil- pl 'ā̀illat- base; hadìyat- pl hadāyā gift.
\({ }^{2}\) 'Asrafa squander.
}

\section*{Lesson Thirty-Eight}

87 Quadriliteral and Reduplicative Verbs. There are many roots that are composed of four consonants instead of the normal three. These fall into two categories: they are either (1) of four different radicals, FA'LALA, or (2) of two radical consonants reduplicated, FALFALA.

The majority of quadriliterals appear to be extensions in some fashion of existing triliteral roots, as dahraja 'to roll (trs.)' from daraja 'to roll up.' Others are clearly denominative, as tarjama 'to translate' from tarjumat- 'translation.'

Reduplicative verbs are almost all onomatopoeic in nature, as waswasa 'to whisper,' xašxasa 'to rustle,' and \(q a^{\prime} q a^{\prime} a\) 'to clank, clatter.'

The base form of the quadriliterals and reduplicatives conforms to Form II of the triliteral in vocalic patterning and participial formation. An example is tarjama 'to translate.'
\begin{tabular}{lcc} 
& ACTIVE & PASSIVE \\
\hline PERFECT & ترجم tarjama & يترجم turjima \\
IMPERFECT & ترجم tarjim & ترجم mutarjamu \\
IMPERATIVE & mutarjim- & - \\
PARTICIPLE & مترجم mutarjam-
\end{tabular}

The verbal noun of G-form quadriliterals, though not predictable, tends to one of the patterns FA'LALAT- (as here, tarjamat-) or FI'LALL-.
87.1 Form II of the quadriliteral, TAFA \({ }^{\circ}\) LALA, corresponds in both form and meaning to Form V of the triliteral, as tadahraja 'to roll along (int.)' and tašaytana 'to act like a devil' (< šaytūn- 'devil').
\begin{tabular}{|c|c|c|}
\hline PERFECT & تد تدحرج tadahraja & Tasaytana \\
\hline IMPERFECT & يتدحرج yatadahraju & يتشيطن yatasaytanu \\
\hline PARTICIPLE & متدحرج mutadahrij- & متثيطن mutasaytin- \\
\hline VERBAL NOUN & تدحرج tadahruj- & تشيطن tasaytun- \\
\hline
\end{tabular}
87.2 Form III of the quadriliteral-quite rare-corresponds formally to Form VII of the triliteral. The -n- is infixed between \(\mathrm{C}_{2}\) and \(\mathrm{C}_{3}\), however, rather than prefixed to the radical, IF'ANLALA. An example is \(\checkmark\) SLTH islantaha 'to be broad, to be laid down flat.'
87.3 Form IV of the quadriliteral corresponds formally to Form IX of the triliteral. The pattern is IF'ALALLA. Examples are itma' anna 'to be calm, assured,' iqsa'arra 'to be horrified,' and isma'azza 'to be disgusted.'
\begin{tabular}{|c|c|c|}
\hline PERFECT & 'إطإ itma'anna & | iqša'arra \\
\hline IMPERFECT & يطمنن yatma'innu & يقشر yaqša'irru \\
\hline PARTICIPLE & ' mutma'inn- & . muqsa'ir \\
\hline VERbAL NOUN & الطمننان itmi'nān- & اتشرt iqsi'rār- \\
\hline
\end{tabular}

88 Impersonal Passives. Verbs such as ğadiba 'alā 'to be angry with' and rağiba \(f i\) 'to be desirous of'-or almost any intransitive verb that takes a semantic object through a preposition-may form an impersonal passive construction. In the passive, the verb (or participle) is impersonal in the third-person masculine singular, and the semantic object of the active voice remains the prepositional complement in the passive.
\begin{tabular}{|c|c|c|}
\hline غضبت عليه & ğadibtu 'alayhim (act.) & I got angry with them. \\
\hline ع & ğudiba 'alayhim (pass.) & They suffered wrath. \\
\hline المغضب عليهم & al-mağḍūbu 'alayhim (pass. part.) & those who are the object of (someone's) wrath \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|}
\hline سجدرا للاصنام & sajadū liL (act.) & They bowed down to the idols. \\
\hline سُجد للاصنام & sujida lil-'asnāmi (pass.) & The idols were bowed down to. \\
\hline الاصنام المسجود & al-'asnàmu l-masjūdu lahä (pass. part.) & the idols that were bowed down to \\
\hline & ibū & They \\
\hline & (ess.) & She was desired. \\
\hline & al-marğŭbu fihā (pass. part.) & the one (fem.) who is desired \\
\hline اشار الى الما & 'asära 'ilal l-mar'ati (act.) & He pointed to the woman. \\
\hline اشير الى المرا & 'usìra 'ilà l-mar'ati (pass.) & The woman was pointed to. \\
\hline المراة المشا & \begin{tabular}{l}
al-mar'atu l-mušāru \\
'ilayhā (pass. part.)
\end{tabular} & the woman who is / was pointed to \\
\hline
\end{tabular}

Whereas verbs that are wholly intransitive (like ğadiba 'to get angry') or complete transitives in and of themselves (like 'a \(a \bar{a} r a\) 'to make an indication') form impersonal passives only, transitive verbs like \(b a\) ' \(a \theta a\) and quasi-transitives like 'atā \(b i\) - form both personal and impersonal passives. In the personal passive the direct object (or, in the case of quasi-transitives like 'atā that take an accusative of motion, the accusative) of the active becomes the subject of the passive, and the prepositional complement remains as in the active.
\[
\begin{aligned}
& \text { بعثوك الى ba'aAūka 'ilayya } \\
& \text { بعثت اللذ bu'itta'ilayya } \\
& \text { 'ataytant bil-kitäbi } \\
& \text { 'utitu bil-kitābi }
\end{aligned}
\]

They sent you to me.
You were sent to me.
You brought me the book.
I was brought the book.
In the impersonal passive the verb is 3rd-person masculine singular, and the complement of the preposition remains as in the active.
بعث الى bu'ita 'ilayya I was sent to (for).
\[
\begin{array}{cc}
\text { The book was } \\
\text { brought. }
\end{array}
\]

89 The Má...Min Clause. The use of the indefinite relative pronoun \(m \bar{a}\) 'that which' followed by the partitive-min construction will be frequently encountered. Although the construction is not difficult, it differs enough from the English mode of expression sometimes to cause problems in translation. Example:
\[
\begin{aligned}
& \text { ما تينغوا من خير } \quad \text { wa-mā tunfiqū min } \\
& \begin{array}{c}
\text { فلانغسكم } \begin{array}{c}
\text { xayrin fa-li- } \\
\text { 'anfusikum }
\end{array}, ~
\end{array}
\end{aligned}
\]

Whatever good you
 spend, it is for
 yourselves.

The example would be literally translated, "what you spend of good...." By and large, the most successful method of dealing with the mā.. min construction is to translate what follows min first and then what follows \(m \bar{a}\) as an English relative clause. \({ }^{1}\)


\section*{Vocabulary}

\section*{VERBS}

در radda (u) radd- send / bring / take back, ward off, return; reply ('alā to); V taraddada be reflected, recur; waver, be uncertain, hesitate; VIII irtadda go back, revert, apostasize ('an from); X istaradda reclaim, get back
حزن hazina (a) huzn- be sad, grieved
طـأن sured

عوذ
' \(\bar{a} \delta a\) ( \(\bar{u}) m a ' \bar{a} \delta-\) seek protection ( \(b i\) - with) (min from); II 'awwaða place someone (acc.) under the protection ( \(b i\) - of) ( \(\min\) against); X ista' \({ }^{\prime} \bar{\partial} \partial a=\mathrm{G}\)
غُ ğāba (i) ğayb-Iğiyāb- be absent, vanish
قر qarra (ali) qarr- be cool; qarrat 'aynuhu he was glad, delighted (bi-/fi in)
هلك halaka (i) halāk- perish, die; IV 'ahlaka destroy, cause to perish; X istahlaka exhaust oneself
, \(\sqrt{ }{ }^{W} æ R\) (no perfect) yaðaru leave; (+ jussive) let, allow
ya'isa (a) ya's- despair, give up hope (min of); IV 'ay' asa deprive of hope; X istay' asa \(=\mathrm{G}\)

NOUNS
حزن /احزان huzn- pl 'aḩzān-sorrow, grief
صدقة/صدقات sadaqat- pl-āt-alms, charity
غِّ ğayb- pl ğuyūb- that which is invisible, the transcendental / supernatural (realm)
قرة العين qurratu l-'ayni joy, delight
OTHER
lan \(l \bar{a} . . . w a\)-l \(\bar{a}\) neither...nor (in such constructions \(l \bar{a}\) functions as an ordinary negative, affecting no case)

\section*{Exercises}
(a) Read and translate:
\[
\begin{aligned}
& \text { ا يا ايتها النغس المطمينة ارجعى الى ربك راضيةً مرضيةَ فادخلى فى عبادى } \\
& \text { وادخلى جنتى } \\
& \text { r الا ان اولياء اللّ لا خوفّ عليهر ولا هم يحرنون؟ الذّين آمنوا وكانوا يتقون } \\
& \text { لهم البشرى فى الحياة الدنيا ونى الآخرة. } \\
& \text { r ولا يزالون يقاتلونكم حتى يرد"وكم عن دينكم إن استطاعوا ، ومن يرند } \\
& \text { منكم عن دينه نيمت وهو كانرا } \\
& 2 \text { انفقوا من ما رزقناكم من قبل أن يأتى أحدكم الموت فيقول "رب لولا }
\end{aligned}
\]

\footnotetext{
\({ }^{1}\) For a mā...min clause with mahmā, see p. 190, §73.2, last example.
}

اخَرتنى 1 الى اجل تريب فامِّتّ واكن من المالحين" ولن يوزَر اله نغساً اذا
جاء اجلها والل خبير بِا تعملون.



 V على الذاين آمنوا وعلى ربهم يتركلون

ويوُتون الزكاة والذين هم بآياتنا يوُمنون .




 هادوا والربّانيّن والأحبار با استُّحنـا اسنظوا من كتاب الش وكانوا عليه شهداء

(b) Translate into Arabic:
1. When a man's appointed time has come, he gives up hope of life and is made to perish; but they sorrow not over him, for he will be sent forth at the day of resurrection.
2. Iblis disobeyed God's command to bow down to Adam, and so God punished him, and he was cast from heaven into the darkness.
3. We have been surrounded and are not able to go back, so let us seek refuge with those who will watch out for us.
4. All Muslims memorize verses from the Koran and recite them while they pray.

\footnotetext{
\({ }^{1}\) Law-lä here introduces a question of rebuke, "Why did you not...?" In a con-ditional-type sentence with a following jussive, as here, it is best translated as an affirmative modal, "If you would only..."; 'axxara reprieve, postpone.
\({ }^{2}\) Rajim- stoned, accursed.
\({ }^{3}\) 'Arda'a suckle; yamm- sea.
}
5. O you ( ms ) who pray, turn your face toward Mecca.
6. You ( m pl ) who have been put in charge of these orphans, when they have reached maturity give them their due.
7. The poor woman had despaired of life when a pious man passed by her dwelling and gave her alms.

\section*{Lesson Thirty-Nine}

90 Higher Numbers. The tens of numbers above 19 are formed as masculine plurals of the units-except for 20 , which is formed from the root of 10 .
\begin{tabular}{|c|c|c|c|c|}
\hline 20 & عشرن 'išrūna & 60 & & sittūna \\
\hline 30 &  & 70 & & sab'üna \\
\hline 40 & اربعون 'arba'üna & 80 & ثـانون & Өamānūna \\
\hline 50 & خدسون xamsūna & 90 & سعون & tis'ūna \\
\hline
\end{tabular}

As sound masuline plurals, these numbers take genitive and accusative endings in -ina.

Compound numbers are formed from the declined units followed by \(w a\) - and the tens:
\[
\begin{aligned}
& \text { | 'احد وعشرون 'ahadun wa-'išrūna } \\
& \text { اثُنان وعشرون iӨnāni wa-'išrūna } \\
& \text { ثلاثة وعشرون } \text { ون } \\
& \text { twenty-one (masc. } \\
& \text { nom.) } \\
& \text { twenty-two (masc. } \\
& \text { nom.) } \\
& \text { twenty-three, \&c. }
\end{aligned}
\]

Note that the 'one' in 'twenty-one' \&c. is 'ahad- (fem. 'ihd \(\bar{a}\) ), as in 'eleven' (see §63).
90.1 From 11 through 99, things counted are normally in the accusative singular following the number.
\[
\text { ثلاثون يوماً } \text { ثaläӨūna yawman thirty days }
\]
\begin{tabular}{|c|c|c|}
\hline بلغ اربعين سنّة & balağa'arba'ina sanatan & he attainted (the age of) forty years \\
\hline تستّ وتسعون اسماً & tis'atun wa-tis'üna & ninety-nine names \\
\hline
\end{tabular}

Occasionally other cases and the plural number will be found after the numbers from 11 through 99.
90.2 'Hundred' is mi' at- (note irregular spelling). The hundreds are quite regularly formed as follows:


The hundreds are normally followed in construct by the genitive singular of the thing counted.


The hundreds are also occasionally followed by the accusative plural as an accusative of respect.
90.3 'Thousand' is 'alf- (pl. 'ăläf- and 'ulūf-). It is counted like any regular masculine noun and is followed by the thing counted in the genitive singular in construct or with the partitive-min construction.

90.4 Synopsis of the case and number governance of numbers.
\begin{tabular}{c|c|c} 
NUMBER & COUNTED NOUN & CONCORD \\
\hline 1 & \begin{tabular}{l} 
wāhid(at)-follows the singular as a regular attributive \\
adjective
\end{tabular}
\end{tabular}

2

100-999

1000+ gen. sing. in construct; or min + plural adjective
genitive plural
accusative singular
gen. sing. in construct; occasionally acc. pl.
iӨn(at)ānil-ayni follows the dual as a regular attributive
90.5 Mixed numbers are generally read in the following order: thousands, hundreds, units, tens. The last element read determines the number and case of the thing counted.
\begin{tabular}{|c|c|c|}
\hline اربعة آلاف وخسسائة رست فراسخ & 'arba'atu 'alaäfin wa-xamsu-mi' atin wasittatu faräsixa & 4506 leagues \\
\hline الفان وسبعة عشر فرسخاً & 'alfāni wa-sab'ata'ašara farsaxan & 2017 leagues \\
\hline الف ومانتّا فرسخ & 'alfun wa-mi' atā farsaxin & 1200 leagues \\
\hline
\end{tabular}

91 Numerals and the Abjad System. The numerals in common use in Arabic for the last millennium or so, the immediate source of our own "Arabic" numerals, were borrowed by Islamic civilization from the Indian subcontinent.
11
\(r 3\)
- 5
\(\vee 7\)
19
\(r 2\)
\& 4
16
\(\wedge 8\)
1. 10

Compound numbers are written from left to right, exactly as our own numbers.

Except for mathematical calculation, the "Indian" numerals were not commonly used for numbering; instead, the abjad system, common to

Semitic languages, was used. In this system each letter of the alphabet stands for a number, the order of which preserves the ancient Semitic alphabetical order that was discarded by the Arabic philologians in favor of the order by shape common today.
\begin{tabular}{|c|c|c|c|c|}
\hline 1 & 1 & 」 & & 300 ش \\
\hline ب & 2 & J & & 400 \\
\hline を & 3 & \(\bigcirc\) & & - 500 \\
\hline , & 4 & \(\bigcirc\) & & خ 600 \\
\hline \(\star\) & 5 & & & ; 700 \\
\hline , & 6 & \(\varepsilon\) & & ¢ 800 \\
\hline j & 7 & & & غ 900 \\
\hline \(\tau\) & 8 & & & b 1000 \\
\hline b & 9 & & 100 & \\
\hline \(\checkmark\) & 10 & & 200 & \\
\hline
\end{tabular}

These numbers are indicated in the manuscript tradition by a madda or line placed over the numerical letters, e.g. 365 .

\section*{Vocabulary}

\section*{VERBS}
\[
\begin{aligned}
& \text { توب tāba ( } \bar{u} \text { ) tawbat- turn away ('an from), renounce, re- } \\
& \text { lent, repent ('ilā towards) } \\
& \text { شور IV 'asāra + 'ilā make a sign, indicate } \\
& \text { صوم } \\
& \text { عد 'adda (u)'add-count, number } \\
& \text { غ̆alaba (i) ğalabat- subdue, vanquish } \\
& \text { نكح nakaha (i) nikāh-marry } \\
& \text { وضع VI tawāda'a be humble }
\end{aligned}
\]

NOUNS AND ADJECTIVES
'alf- pl 'äläf-l'ulüf- thousand
sanat- pl sinūna / sanawāt- year
شهر/شهرر، اشهر sahr- pl šuhūr-l'ašhur- month

عام/اعوام
عدة 'iddat- number
ماتخ/منات mi'at- pl mi'ät-hundred
متتابع mutatäbi'-consecutive
marrat- pl -āt-/mirār-time, instance مسكين/مساكين miskin- pl masäkinu poor, unfortunate

\section*{Exercises}
(a) Read and translate

ا افترقت اليهود على احدى وسبعين فرقة وتفرقت النمارى على اثنتين
وسبعين فرقة وستفترت امتى على ثلاث وسبعين ملة كلها فـى النار الا واحدة. (حديث نبوى)
r يا ايها النبى حرضّ 1 المؤمنين على التُتال - إن يكن منكم عشرون صابرون يغلبوا مائتين • وإن يكن منكم مانةّ يغلبوا الفاً . وإن يكن منكم الف يغلبوا الغين باذن الله والله مع الصابرين.
 لهم . ذلل بانهم كغروا بالله ورسوله والله لا يهدى الموم الفاسقين
 ه الزانية والزانى فاجلدوا كل واحد منهما مائة جلدة ولا تأحذكم بهـا رانة نى دين الله إن كنتم توُمنون بالله واليوم الآخر وليشهد عذابهـهـا طائفة من

 شهداء فاجلدوهم ثـانين جلدة ولا تقبنلوا لهم شهادة ابداً واولئلك هم العاسقون الا الذين تابوا من بعد ذلك واملـي و ان الله خلت الارواح قبل الاجسام³ بالنى سنة. ان اله ينظر فى كل يوم وليلة ثلثمائة وستين نظرة الى قلب المؤمن.

\footnotetext{
\({ }^{1}\) Harrada encourage.
\({ }^{2}\) Jalada (i) flog; jaldat- lash; ra'fat- pity; ramā here means "cast aspersions, accuse"; muhsanat-chaste woman; 'aslaha reform.
\({ }^{3}\) Jism- pl 'ajsäm- body.
}
^ غُّيرتُ بين ان اكون نبياً مَكلكا ار اكون نبياً عبدآ فاشار المَ جبريل (عليه
 - ان عدّة الشهور عند الشا اثنا عشر شهراً فى كتاب الها يوم خلت السموات رالارض




2. وكان الل علياً حكياً

\section*{Lesson Forty}

92 Ordinal Numbers. The ordinal numbers are formed from the radicals of the cardinal numbers on the active-participial pattern \(F A \bar{A}\) 'LL-, which is in every respect a regular adjectival pattern. The chiastic concord of the cardinals does not apply to the ordinals. The only irregularly formed ordinals are 'awwal- 'first' (fem. 'ülā), a suppletion form that does not derive from the number 'one,' and sädis- 'sixth,' which reflects the original radicals of 'six,' which have fallen together as - \(t t\) - in the cardinal number.
\begin{tabular}{|c|c|c|c|}
\hline 1st & الاول al-'awwalu (m) & 5th & . \({ }^{\text {al-xāmisu }}\) \\
\hline &  & 6th & السادس as-sādisu \\
\hline 2nd & الثانى at- \(ا\) الāni (m) & 7th & السابع as-sābi \({ }^{\text {l }}\) \\
\hline & الثانية at-Өäniyatu (f) & 8th &  \\
\hline 3 rd & at- \(a \bar{l} l i \theta u\) & 9th & at-tāsi'u \\
\hline 4th & ar-rābi'u & 10th & العاشر al-‘â̧iriru \\
\hline
\end{tabular}
92.1 From ' 11 th' through ' 19 th,' the ordinals are indeclinable in \(-a\). Both parts of the number agree in gender with the noun described.
\begin{tabular}{|c|c|}
\hline MODIFYING MASCULINE NOUNS & MODIFYING FEMININE NOUNS \\
\hline \begin{tabular}{l}
al-hādiya 'ašara \\
 â-өälïa 'asara ar-rābi'a 'ašara
\end{tabular} & al-hādiyata 'ašrata ä- \(\theta\)-āniyata 'ašrata ä-өāliөata 'ašrata ar-rābi'ata 'ašrata \\
\hline
\end{tabular} and so on.
92.2 The ordinals from ' 1 st' through ' 10 th' may be (1) the first member of a construct phrase followed by a plural, as
\[
\begin{aligned}
& \text { huwa rābícu r-rijāli } \\
& \text { هو رابع الرجال hiya xāmisatuhunna } \\
& \text { هامستهن }
\end{aligned}
\]

He is the fourth of the men.
She is the fifth of them.
or (2) a regular attributive adjective following the modified noun.
\[
\begin{array}{cl}
\text { al-juz'u s-säbi 'u } & \text { the seventh section } \\
\text { الجزء السابی الرابع } \begin{array}{c}
\text { الرابع } 1 \text { l-juz' ayni r-rābi'i } i
\end{array} & \text { in the fourth and fifth } \\
\text { wal-xāmisi } & \text { sections }
\end{array}
\]
92.3 From ' 11 th' on, the ordinals must follow the nouns they modify as attributive adjectives. From '11th' through '19th,' the ordinals are indeclinable. From '20th' on, the units are fully declinable and the tens are identical to the cardinal tens.
\[
\begin{aligned}
& \text { al-juz'ur-rābi' } \underline{a} \text { the 14th section } \\
& \text { 'ašara } \\
& \text { fil-laylati t-tāsi'ata on the 19th night } \\
& \text { 'ašrata } \\
& \text { al-juz'ul-hädi wal- the 21st section } \\
& \text { 'išrūna } \\
& \text { fil-juz'it-tāsi' } \underline{i} \text { wal- in the 29th section } \\
& \text { 'išrina }
\end{aligned}
\]

93 Fractions. From 'a third' through 'a tenth,' the fractions are formed on the pattern FU'UL- (exclusively in Koranic Arabic) or FU'L(more common in post-Koranic). The plural of both is on the pattern ' \(\mathrm{AF}{ }^{\prime}\) 'ĀL-. As in most languages, 'half' is a suppletion form and has nothing to do with the number 'two.'

in two thirds of the
section
Above 'a tenth,' fractions must be expressed periphrastically.
\begin{tabular}{|c|c|c|}
\hline وزعموا ان جرم القمر & wa-za \(a m u \overline{\text { ' }}\) anna & And they have \\
\hline جزء من تسعة وثلاثين & jirma l-qamari & asserted that the \\
\hline  & juz'un min tis'atin & mass of the moon is \\
\hline & wa-ӨalāӨina juz'an & one part of \(391 / 4\) \\
\hline الارض & wa-rub 'i juz' in min & parts of the earth's \\
\hline & jirmi l-'ardi & mass (i.e., \(1 / 39.25\) of \\
\hline & & the earth's mass). \\
\hline
\end{tabular}

94 Distributives. The distributive numbers from 'three by three' up to 'ten by ten' are formed on the diptote pattern FU'ĀLU. 'Two by two' is an exceptional form, maӨnā.
```

فد خلوا مثنى وثلاث fa-daxalū maӨnā wa-
ورباع $\quad$ وulä $\theta a$ wa-rubā'a

```

And they entered two by two, three by three, and four by four.

95 The Islamic Calendar. The Hegira Era begins with the migration (hijrat-) of the Prophet Muhammad from Mecca to Medina in A.D. 622. The Islamic year is based on the old Arabian succession of twelve lunar months, which are:
\begin{tabular}{|c|c|}
\hline محرم muharram- & rajab- \\
\hline صفر safar- & شعبان \\
\hline ربيع الاول rabi'u l-'awwalu & رمضان , ramaḍānu \\
\hline  & شوال sawwālu \\
\hline جهادى الاولى jumäda l-'ūlā & ذ ذul-qa'dati \\
\hline جهادى الآخرة jumāda l-'āxiratu & ذ ذu l-hijjati \\
\hline
\end{tabular}

Since the year is lunar, it bears no readily discernable relation to the solar year and falls \(11^{1 / 4}\) days short of the solar year annually. The formulae for conversion are:
\[
\begin{aligned}
& \text { A.D. }=(\text { A.H. } \times 0.970225)+621.54 \\
& \text { A.H. }=(\text { A.D. }-621.54) \div 0.970225
\end{aligned}
\]

For the Syro-Mesopotamian months and the days of the week, see Appendix H .

\section*{Vocabulary}

\section*{VERBS}

ح hajja (u) hajj-make the pilgrimage to Mecca
دنع dafa'a (a)daf'- push away, repel
ز zāda ( \(l\) ) ziyādat- be more ('alā than), increase (int.); II zayyada increase (trs.); VIII izdāda grow, multiply
طاب täba (i) t!ibat- be good, pleasant
, II wașșā \& IV 'awṣā charge (bi- with), recommend; bequeath ( \(b i-\) ) something ( \(l i-\) to)
, waqa'a (a) wuqū'- befall, occur, fall down
NOUNS
, ان 'un \(\theta \bar{a}\) female
جزءء/اجزاء juz'- pl 'ajzä'- part, section
ذڭ ذakar-male
tayyib-good, pleasant, agreeable; tizb-perfume, pleasant aroma
نصف nisf-half
وصية/وصايا wașiyat- pl waṣāyā bequest, legacy; directive, commandment

\section*{Exercises}
(a) Read and translate:
\[
\begin{aligned}
& \text { ا لقد كفر الذين قالوا ان الل ثالث ثلاثة. } \\
& \text { r } \\
& \text { فی الصلاة". } \\
& \text { r وإن خفتم ألا تقسطوا فى اليتامى فانكجرا ما طاب لكم من النساء مثنى } \\
& \text { 1. } 1 \\
& 2 \text { يستعجلونك بالعذاب ولن يخلف الله وعده وإن يوماً عند ربكم كالف }
\end{aligned}
\]

\footnotetext{
\({ }^{1}\) Aqsata fi be equitable to.
}
\[
\begin{aligned}
& \text { سنة مها تعدون } \\
& \text { - ه سأل سائل بعذاب واتع للكافرين - ليس له دافع من الل ذى المعارج }
\end{aligned}
\]
صبراً جميلاً إنهم يرونه بعيداً ونراه قريباً الـئد يوم تكون السهاء كالملل ونكون
1. الجبال كالعهين
1 يوصيكم الل فى اولادكم - للذكر مثل حط الانثيين. فانْ كن" نساء نوت
الربع مـا تركن من بعد وصية يوصين بها او دين. ولهن الرئ الريع مـا تركتم إن لم الم

\footnotetext{
\({ }^{1}\) Ma'raj-/ma'äriju height; 'araja (u) ascend; muhl- molten metal; 'ihn- tufts of wool.
\({ }^{2}\) Hazz- portion; dayn- debt.
\({ }^{3}\) Kalälat- distant heir.
}

\section*{Supplementary Readings from the Hadith Literature}
(Glossed words marked with asterisks)

\section*{I. The First Three Sent to Hell}

عن (ابى هريرة (رضى الل عنه) عن النبى (ملى الش عليه وسلم)
 ليقضى بينهم وكل امة جاثية" فاول من يدعونه رجل جمع" القرآن ورجل تُتل فى سبيل اله ورجل كثير المال. فيقـول اله للقـارىي صألم

 الش له "كذبت" وتقول له الملائكت "كـذبـت" ويقـول الش "بـل أردت أن

فيونتى بصاحب المال فيقول الله له سأم أوسع عليك حتـى لم اد غْـك
 قال ״كنت أصل الرحم" وأتصدت" فيقـول الل له ״كذبت" وتقـول له الملانكت "كذبت" ويتول الل تعالى "بل اردت ان ان يقال فـلان جـواد ، ،

فقد تيل ذاك"
'an in a hadith indicates a transmitter \(j a \theta \bar{a}(\bar{u})\) bend the knee
jama'a (a) l-qur'äna memorize the Koran
fima \(\bar{a}=f i m \bar{a}\) with regards to that which
'ānä'a throughout

万äka variant of bālika wada'a (a) let (+ imperf. ind.) ihtaja 'ilă be in need of wasala (i) r-rahima maintain family ties
jawäd- generous
\[
\begin{aligned}
& \text { تعالى لـ "كذبت" وتقول له الملائكت "كذبت" ويقول الش "بل اردت ان } \\
& \text { يقال فلان جرىء" فقد قيل ذالك" } \\
& \text { ثم ضرب رسول الله صلى الله عليّ وسلم على ركبتى } \\
& \text { ".هريرة اولنك الثلاثة اول خلق الله تسعّر* بهم النار يوم القيامة }
\end{aligned}
\]
jihād- holy war jarl' - bold, courageous rukbat- knee

\section*{II. Intercession on Judgment Day}

عن أَنس (رضى الله عنه) عن النبى (صلى الله عليه وسلم) تـال:



 فيقول ״اؤتوا نوحاً فانه اول رسول بعثه الله الى اهل الارضي" فيأتونـ


 وروح،" فيأتونه فيقول "لست هناكم. اوتوا محمدأ صلى الله عليه وسلم

\author{
ijtama'a be gathered law (optative) "if only we could" istasfa'a 'ilã seek intercession with safa'a (a) intercede \\ 'arāạa relieve \\ lastu hunäkum "I'm not in a position to \\ help you" (for the -kum ending on \\ hunäka "there," see p. 110, note 3)
}
istahyä be ashamed
xalìl- friend (Xalilu llāhi is Abraham's epithet)
qatlu n-nafsi bi-ğayri nafsin "to take a life other than in compensation for another" (for the circumstances of Moses' murder of an Egyptian, see Kor. 28:15-19)

عبدأ غنر الله له ما تقدم من ذنبه وما تاخر*" فيأتونتى* فأنطلق حتـى أستـاذن عـلى ربـى فيـزذن . فـاذا رايـت ربـى وقعـت

 اشفع فيحد" "لى حداً فاد خلهم الجنة. ثم أعود اليه فاذا رأيت ربى مثله ثم أشنع فيحد" لى حداً فأد خلهم الجنة. ثم أعود الثالثة ثم أعرد الرابعة فأقل ״ما بقى" نى النار إلا من حبسش* القرآن ووجب* عليه
"الخلود .
má taqaddama min \({ }^{\text {bambihi wa-mā }}\) !a"axxara "his sins past and future" (see §89)
ya'tünani the Prophet is speaking here waqa'a (a) fall down
wada'a (a) allow
rafa'a (a) raise
sal (alternative imperative of \(s a^{\prime} a l a\) ).

The three constructions that follow are conditionals in which the protasis is imperative.
hamida (a) praise; hammada extol hadda (u) hadd- limit baqiya (à) remain habasa (i) confine, keep back wajaba (i) 'alā be incumbent upon

\section*{III. The Prophet's Ascension to Heaven}
\[
\begin{aligned}
& \text { البُنانى عن أَنس بن مالك ان رسول الله صلى الله عليه وسلم قال : } \\
& \text { أتيـت بـالبـرات * وهـو دابـة ابيـض طـويـل * فـوت الحمـار* ودون } \\
& \text { البنل " يضع حافره عند منتهى طـرفـه* . قال فركبته }
\end{aligned}
\]
burāq-Buraq, the mythical animal on which the Prophet ascended into heaven; it is often depicted as a winged horse with with head of a human female
tawil- tall
himār-donkey
bağl-mule
häfir-hoof
yada'u häfirahu 'inda muntahā tarfihi
"which in one step could go as far as it could see"
rakiba (a) ride, mount


بيت المُدس * . تال فربطته* بالحلقة * التى يربط بها الانبياء . تال ثم دخلت المسجد فصلّيت فيه ركعتين* • ثم خرجت فجاء الـئى عليه السلام بإناء* من خـر* واناء من لبن* فاخترت اللبـن فتـال جبريل "|خترت الفطرة*" ثم عرج * بنا الى السهاء الاولى فـاستنتح" جبريـل فتيـل لـ "من
 الِي؟" قال "قد بعث اليه" فُُتح" لنا فاذا انا بآدم فرحِب" بى ودعا -لى ثم عرج بنا الى السـاء الثانية فاستثتح جبريل عليه السلام فتيل
 بعث الي؟؟" قال "قد بعث اليّ" ففتح لنا فاذا انا بابنى الخالة" عيسى ابن مريم ويحيى* بن زكرياء صلوات الل عليهما فرحْبا ودعـوا لى - بخير

ثم عرج بى الى السهاء الثالثة فاستنتح جبريل عليه السلام نقيل "من انت؟" قال "جبريل" قيل "ومن معك؟ ؟" قال "مححد " قيل "وتد بعث الي؟؟" قال "قد بعث اليه" فنتح لنا ناذا انا بيرسف اذا هو هو قد أعطى شطر الحسن * فرحّب ودعا لى بخير. ثم عرج بنا الى السهاء الرابعة فاستڤتتح جبريل عليه السلام نتيل
 بعث الي؟" قال "قد بعث اليه" فنتح لنـا فـاذا انا بـادريس فـرحب
baytu l-maqdisi Jerusalem
halqat- (hitching) ring ak at-kneeling
'inä' - vessel laban-milk 'araja ( \(u\) ) ascend istaftaha ask for something to be
opened, request admittance
(a) open
rahhaba bi-welcome aternal aunt (according bo legend, John's mother Elizabeth was and Jesus were Yahyā John satru l-husn half of (all) beauty

.(ov آية
ثم عـرج بـى الى السهـاء الخـامسـة فـاستفتـع جبـريـل. قيـل "مـن
 اليه؟" قال "قد بعث اليه" فنتح لنا فاذا انا بهرسن فرحـبـ ودعـا لى -بخير
ثم عرج بى الى السداء السادسة فاستفتح جبريـل عليه السلام قيل "من هذا ؟" قال "جبريـل" قــل "ومن معلد؟" قال "محـد" قـيل "وقـد بعث اليه؟" قال "قد بعث اليه" نفتح لنا فاذا انا بــوسي فرحـب ودعا

لى لى بحير
ثم عرج بى الى السهاء السابعة فاستْتتح جبريـل فقيـل "من هـا ؟" قال "جبريـل" قيـل "ومن معك ؟" قال "محمد" قيـل "وقّد بعث اليه؟" قـال ״قـد بعـث اليـه" ففتتح لنـا فـاذا انا بابـرهيم مسنـد اً ظهـره* الى البيت المعمور* واذا هو يدخله كل يـوم سبعون الف ملك لا يعودون

اليه
ثم ذهب بى الى السدرة المنتهى " واذأ ورقها كاذذان الفيلة" واذا ثـرها * كالقلال * . قال فلما غشيها* من امر الله ما غشـى تغيّرت فما احد من خلت الله يستطيع أن ينعتها* من حسنها . فأوحى الل

 صلاة" قال "ارجع الى ربلك فاساله التخفيف * فإن امتك لا يطيقـون
'azza wa-jalla mighty and glorious is
he
'asnada lean
zahr-back
al-baytu l-ma'mūru the prototype of the
Ka'ba in heaven
as-sidratu l-muntahā the heavenly lote-
tree
filat- elephant

Oamar- fruit qullat- pl qilāl- jug ğasiya ( \(\bar{a}\) ) cover tağayyara change (int.) na'ata (a) describe farada (i) ordain, assign xaffafa lighten, reduce 'atāqa bear, endure
\[
\begin{aligned}
& \text { ذلك فابنى تد بلوت* بنى اسرئيل وخبرتهم" قال فرجعت الى ربى }
\end{aligned}
\]
\[
\begin{aligned}
& \text { اللى ربك فاساله التخفيف" } \\
& \text { تال فلم آزل أرجع بين ربى تبارك وتعالى وبين موسى عليه السلام }
\end{aligned}
\]
\[
\begin{aligned}
& \text { يكتب شيئا فان عملها كتبت سيئةً واحدة"، } \\
& \text { تال فنزلت حتى انتهيت• الى موسى فأخبرته فتال "ارجع الى ربك } \\
& \text { فاسأله التخْيـغ" فقتال رسول الله "فتلت قـد رجعت الى ربى حتى } \\
& \text { استحييت" منـه" }
\end{aligned}
\]
bald ( \(\bar{u}\) ) put to the test
hatta (u) decrease, reduce hamma (u) bi- intend
intahã 'ilā reach istahyã be ashamed

\section*{Appendix A}

\section*{BROKEN PLURAL TYPES}

Classed by Singular (See Locator Index, p. 263)

\section*{1. Singular \(F A^{\prime}\) L-}

1a. plural 'AF'AL-
\[
\begin{aligned}
& \text { انغ/Tنان رب/ارباب تهر/انهار }
\end{aligned}
\]
\[
\begin{aligned}
& \text { شیء/اشياءُ موت/اموات } \\
& \text { خير/اخيار }
\end{aligned}
\]

1b. plural FU‘OL-
\[
\begin{aligned}
& \text { امر/امور }
\end{aligned}
\]
\[
\begin{aligned}
& \text { حت/حقوت عنز/كنوت }
\end{aligned}
\]

1c. plural FI‘ĀL- عبد/عباد
1d. plural 'AF‘UL- شهر/اشهر نهر/انهر
عين/اعين نفس/انفس يد/ايد

1e. plural FAWĀ‘ILU امر/اوامر


\[
\text { احد/آحاد } \quad \text { باب/ابواب }
\]
\begin{tabular}{|c|c|c|c|}
\hline نبا/انباء & تهر/اتهار & صنم/اصنام & بصر/ابصار \\
\hline هوى/هواء & مال/اموال & عام/اعوام & حجر/احجار \\
\hline ورت/اررات & مثل/1إمال & عدد/اعداد & خبر/اخكبار \\
\hline ولد/اولاد & مرض/امراض & عقب/اعقاب & ذكر/اذكار \\
\hline & مطر/امطار & عمل/1عهال & شجر/اشجار \\
\hline 2b. plural Fl'AL- & ماء/مياه & رجل/رجال & جبل/جبال \\
\hline 2c. plural FU'0̌L- & ملك/ملمك & & \\
\hline
\end{tabular}

\section*{3. Singular \(\mathrm{FU}^{6} \mathrm{~L}-/ \mathrm{FI}^{6} \mathrm{~L}-/ \mathrm{FA}^{6} \mathrm{~L}\) -}

3a. plural FU'AL-/FT‘AL-
نصة/قصص
اما/1/مم

موة/ ملة/ملـل
ترية/قرى

فرة//فرت
3b. plural 'AF'AL-
جسم/اجسام
جزء/اجزاء
حزنْاحزان

4a. plural FU"ALL- حاكم/حكام كانر/كنار
4b. plural FAWA‘ILU آخرة/اواخر دابة/دواب عالم الم/عوالم
4c. plural 'AF'AL-
صاحب/اصحاب

4d. plural FU'ĀT- داعو/دعاة

\section*{5. Singular \(F A^{\prime}\) 'IL-}

5b. plural FU‘ALĀ’U
\[
\begin{aligned}
& \text { قين/اديان } \\
& \text { وتحاروراح مثل/امثال } \\
& \text { سن/اسنان نور/انوار } \\
& \text { حكم/احكام } \\
& \text { دبر/ادبار } \\
& \text { 3b. plural FU‘OL- برج/بروج }
\end{aligned}
\]
\[
\begin{aligned}
& \text { برىء/براء، شهيد/شهداء غريب/غرياء كريم/كرماء } \\
& \text { شريك/شركاء عليم/علماء فتير/نقراء وكيل/وكلاء } \\
& \text { 5c. plural FU‘UL- جديد/جدد سديل/سبل/مدن } \\
& \text { 5d. plural 'AF'ILAA'U ('AFILLĀ'U for doubled roots) } \\
& \text { برىء/ابرياء عزيز/اعزاء ترى/اقوياء } \\
& \text { تقى/اتقياء غنياء غنى /اغنياء } \\
& \text { شديد/اشداء تليل/اتلاء }
\end{aligned}
\]
خليقة/خلانت

> 5g. plural FA‘ĀLA خطينّ/خطايا وصية/وصايا يتيم/يتامي
> 5h. plural 'AF'AL- يتيم/ايتام
> 5i. plural 'AFĀ‘tLU- حديث/احاديث
> 5j. plural 'AFILLAT- عليل/اذلة عزيز/اعزة

\begin{tabular}{|c|c|c|}
\hline 6a. plural 'AF'Llat- & سؤال/اسئلة & اله/آلهة \\
\hline عذاب/اعذبة & طعام/اطهعة & دعاء/ادعية \\
\hline متاع/امتعنّ & مكان/امكنّ & سلاح/اسلحة \\
\hline 6b. plural FA'A \({ }^{\prime}\) 'LU & بضاءاءبضائع & \\
\hline 6c. plural FU'UL- & كتاب/كتب & \\
\hline 6d. plural 'AFĀ \({ }^{\text {LU }}\) & مكان/1مكن. & \\
\hline
\end{tabular}

\section*{7. Singular \(F A \cdot{ }^{\prime} \mathrm{CL}-\)}
\(\begin{array}{ll}\text { 7a. plural 'AF'ĀL- } \\ \text { 7b. plural FU'UL- } & \text { عدول/اعداء } 1 \text { رسل }\end{array}\)
8. Singular 'AF'ALU (m), FA'LĀ'U (f), pl FU'L- for colors/defects
\[
\begin{aligned}
& \text { ابكم/بكم الحمر/حمر اعور/سود/عمى } \\
& \text { ابيض/بيض اخضر/خضر امم/صم }
\end{aligned}
\]
9. Singular ' \(\mathrm{AF}^{6} \mathrm{ALU}\) (m), FU'LA (f) for all elatives
\[
\begin{aligned}
& \text { 9a. masc. plural 'AFĀ'ILU and/or 'AF'ALŪNA آخَر/Tخرون } \\
& \text { اكبر/اكابر اكبرون } \\
& \text { 9b. fem. plural FU‘AL- and/or FU‘LAYĀT- احرى/اخريات } \\
& \text { كبرى/كبر كبريات }
\end{aligned}
\]

\section*{10. Anomalous noun types}

10a. apparently biliteral in singular, \(\mathrm{C}_{3}\) obscured in plural 'AF'Ā'-
اسم/اسهاء اب/آباء ابن/ابناء

10b. apparently biliteral in singular, FI'LAT- in plural اخ/اخوة
10c. plural FI'LĀN-
اخ/اخوان

10d. anomalous feminine plurals in -ĀT-
اخت/احوات ام/امهات بنت/بنات

10e. anomalous plurals in 'AFĀ'IN / FA'ĀLIN

10f. \(\mathrm{C}_{3}\) obscured in singular, plural FA'AWATT- ;كاه/زكوات;
صلاة/صلوات سنة/سنوات

\section*{Quadriliteral Types}
11. Plural FA'ĀLILU / MAFĀ'ILU, for all quadriliteral singulars with short vowel between \(\mathrm{C}_{3}\) and \(\mathrm{C}_{4}\).
اصبع/اصابع كوكب/كواكب فتوى/فتارٍ مولى/موالٍ

ملك (ملأك) /ملانكُ، ملائكة
12. Plural \(F A^{‘}\) ĀLILU / MAFĀ'ILU, for all quadriliteral singulars with long vowel between \(\mathrm{C}_{3}\) and \(\mathrm{C}_{4}\).


\section*{Locator Index for Broken-Plural Types}

\section*{I. Triptote Types}

أنعال 'AF'ĀL-1a, 2a, 3b, 4c, 5h, 7a, 10e
أنعل 'AF'UL-1d
أفعلة 'AF'ILAT- 6a
'AFILLAT-5j
نعال Fl"ĀL-1c, 2b, 5a
نعّال FU"ĀL-4a
فعل FI'AL-/FU‘AL-3a, 9b
نعل FU‘L- 8
FU‘UL- 5c, 6c, 7b
فعالن Fl‘LĀN- 10c
فعلة FI'LAT- 10b
in FU‘ÜL-1b, 2c, 3c

\section*{II. Diptote Types}

> (فأغ 'AFĀ'IN 10e
> (أفاعل 'AFĀ'ILU 6d, 9a
> افاعيل 'AFĀ'ILU 5i
> أفعلاء 'AF'LLA'U 5d
> نعالٍ FA‘ÅLIN 10e
> نعالل FA \({ }^{\text {FAâLILU } 11}\)
> فعاليل FA‘ĀLILU 12
> فعائل FA‘Ā'ILU 5e, 6b
> نعلاء FU‘ALĀ'U 5b
> فواعل FAWA'ILU 1e, 4b
> مeاعل MAFA'ILU 11
> مفاعيل MAFA‘‘ILU 12

فعالى FA‘ĀLĀ \(5 g\)
فعلى FA'LȦ \(5 f\)

\section*{Appendix B}

The Inflection of Weak-lam, Hollow and Geminate Verbs
Weak-lām Weak-lām Weak-lām Hollow Geminate

\section*{Perfect}
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline Singular & 3 m & رّتّ & لَقِّى & \% & כالَ & \({ }_{3}\) \\
\hline & \(f\) & رّمٌ & لَقَيَتِ & دَّتْ & قَالّت & دكّ \\
\hline & 2 m & رَمٌّت & لَتَيتِ & دُوْوّتِ & قَّلْتِ & دكلَّت \\
\hline & f &  & لَقِّ & دعوت & قُلّت & دكّلْت \\
\hline & 1 c & رَّمْتِّ & لَقَيْتِّ & دَعْوٌتِ & قُكتّ & دكلّلّ3 \\
\hline Dual & 3 m & رميّا & لَتَّبا & دُعَوْا & قَالًا & \% \\
\hline & f &  & لَقْتِبَّا &  & \% &  \\
\hline & 2 c & رَّيْتْهِّ & لَقِيْتُمَ| & دَعْرْتُّها & \%َلْتُّكا &  \\
\hline Plural & 3 m & رّو\%ا & لَقُوا & دَعْوْا & قَالُوا & د\% \\
\hline & f & رمّيْنِ & لَقِينَ & دُعْوْنِ & ثّلّن & 20 \\
\hline & 2 m & رُّمتّت & لَقِيتُم & دَعْوْتُ & قُلْتُمٌ &  \\
\hline & \(f\) & رُمْتّنٌ & لَقِّنُنْ & دَعْتُنْ & قَلّْنٌ & دالْتُنٌ \\
\hline & 1 c & رَمْينّا & لِقِينَا & دَعْونًا & قْلْكَ &  \\
\hline
\end{tabular}

\section*{Imperfect Indicative}
\begin{tabular}{|c|c|c|c|c|c|}
\hline Singular & 3 m & يَرْى & يَلْتى & يُدْغُو & يِقُولِ \\
\hline & f & ترْیِّى & تَلْتَى & تَدْغُو & تَقُرلُ \\
\hline & 2 m & تَرْمِّى & تَتَّى & 'تَدْغُرْ & تَقُّلِل \\
\hline & f & تَرْمِنِ & تَلَّيْنَ & تَدْعِّنِ & تَتُولِّنِ \\
\hline & 1 c & آرْمَ & الْقَى & ادْعٌ & أَقُولِ \\
\hline
\end{tabular}

\begin{tabular}{|c|c|c|c|c|c|}
\hline & 2 c & تَلْقَيَانِ & تَدْعوانِ & تَتُولاَنِ & حَدُلَّنِ \\
\hline \multirow[t]{5}{*}{Plural} & 3 m & يَلْقَنْ & يَغْعٌنِ & يَحِّولونِ & يَدْكّونِ \\
\hline & & يَلِّيَنِ & يَدْعِنِّ & يَّقلْنِ & يَدْلْنِ \\
\hline & 2 m &  & دَغْعٌنِّنِّ &  & تَدُّونِ \\
\hline & f &  & كَدْعٌنِّنِّ & تَقْلٌ & حَدْلْنِ \\
\hline & 1 c & نَلْقَى & نَدْعٌ & نَتُولِ & -10 \\
\hline
\end{tabular}

\section*{Subjunctive}


\section*{Jussive}

\begin{tabular}{|c|c|c|c|c|c|c|}
\hline & 2 c & تَرْمِيَا & تَلْقَكِّ & تَدْعْرا & تَتُولاًا & تَدُّ8ّ \\
\hline \multirow[t]{5}{*}{Plural} & 3 m & يرّهونوا & يَلقَّرًا & يَدْعٌا & يِيُرلُوا & يَدُّوا \\
\hline & \(f\) & يَرْمين & يَلقَّكِنِ & يَدْعٌنِ & يَقّْنِ & يَدْلّْنْ \\
\hline & 2 m & تَرْمٌ & تَلْقَّا & تَدْعٌا & تَكُولُوا & تَدُّوا \\
\hline & \(f\) & ترْمِين & تَلَّيْنِ & تَدْعْنِ & تَقْلْ &  \\
\hline & 1 c & نَّهْ & نُلّْ & نَدْغُ & 10\% & نَدُلْ \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|}
\hline masc. dual & برّمِيَّنِ & مَلمّكِّنِ & مَعْوْانِ & مَقُلاَنِ & مَدْلِّلانِ \\
\hline fem. dual & هرْبِّبِّنِّنِ & مَّقْتِّتانِ & هَّهُوْتَّنِّ & مَقُولتَانِ & مَدْلولتَّنِ \\
\hline masc. pl. & هرّمِّيْنِ & مَّبَّيْنَ & مَدْوّونَ & مَتُولِّنِّ & مَدّلولِّنِّ \\
\hline fem. pl. & هرّرْمِّتٌ & مّلقّكاتٌ & مَدْواتِّ & مَمُولاتٌ & مَّولولاتِ \\
\hline
\end{tabular}


\section*{Passive}
\begin{tabular}{|c|c|c|c|c|}
\hline Perfect & رُیى & لْقىَ & دُعى| & قِلِ \\
\hline Imperfect & يُرّْهِ & يُلْتى & يُدْعى & يِقَّرل \\
\hline
\end{tabular}

\section*{Active Participles}
\begin{tabular}{|c|c|c|c|c|}
\hline \begin{tabular}{l}
Singular masc. \\
Singular fem.
\end{tabular} & دَامْيَّ & لاَلَيِّةٍ & دَاعَيّْةٍ & قَاكَّكِّ \\
\hline Dual masc. & رَامِيَّنِ & لآقِيكا & دأعكَّنِ & قَاكِّانِّ \\
\hline Dual fem. & رَامِبَّنِّنِ &  & داعْيَّتِّنِ &  \\
\hline Plural masc. & رَامْنِّ & لاَلَقرنَ & دَاعَونَ &  \\
\hline Plural fem. & راميكّات & لاَّيَّكاتٌ & دَاعيًاتٌ & قَآلَالَّ \\
\hline
\end{tabular}

\section*{Passive Participles}
\begin{tabular}{|c|c|c|c|c|}
\hline masc. sing. & مٌرْى & مَلْقى & \[
\because
\] & مَقُّلْ \\
\hline fem. sing. & م\% &  & مَهْعٌ\% & 。 \\
\hline
\end{tabular}

\section*{Appendix C: Synopses of the Increased Forms}

涪洽管

\[
\begin{aligned}
& : 17 y
\end{aligned}
\]

\(i\}\)








\[
\begin{aligned}
& \text { 莒 }
\end{aligned}
\]
\[
\begin{aligned}
& \text { 들 }
\end{aligned}
\]

\section*{Appendix D}

\section*{KORANIC ORTHOGRAPHY}

The orthography of Arabic presented in this book is normalized Arabic orthography as established over a millennium ago. The standard orthography of the Koran, however, differs slightly from normalized writing since it antedates the philological normalization. Basically the differences lie in the spelling of internal - \(\bar{a}\) - and the perennially troublesome hamza.

The Koran was originally written down in old Arabic letters, which had neither the vowel markings nor the dots for distinguishing the various letters that share a given shape. First developed were signs for the vowels, initially a system of dots above and below the consonants, rather like the Eastern Aramaic system of vocalic points common in Nestorian Syriac. Later, when the dots were invented to distinguish the various consonants, the vowel signs that are current today took the place of the vocalic dots.

In consonance with Aramaic usage, whereas \(i\) and \(\bar{u}\) are consistently indicated by the \(y\) and \(w\) and final \(\bar{a}\) is indicated by alif, internal \(\bar{a}\) is not normally indicated at all. Thus, for kitäb- (normalized as كتاب) early Koranic orthography has كنس, reflecting the Aramaeo-Syriac prototype כתבk (katābā).

By the time of vocalization and dotting, the text of the Koran as it stood had obviously already developed a quasi-sacrosanctity that prevented the philologians from inserting into the text any such additional letter as a lengthening alif, so the dagger-alif was placed over the letter in order not to interfere with the word as it stood, much as the Masoretic pointing was inserted into and around the Hebrew text of the Old Testament without changing or adding to the consonantal skeleton.

Koranic orthography reflects the dialect of Mecca, which differs in small detail from the pronunciation that was later regarded as standard. Notably, the dialect of Mecca had lost internal and final glottal stops. Since the glottal stop was not pronounced, there was no reason to provide it with a consonantal letter. For example, sa'ala was pronounced something like saala (with an intervocalic glide) and spelled with alif; yas'alu was pronounced yasalu and so written without alif, then standardized as يسـُـل would have been pronounced \(s u^{w} \bar{a} l\) - and bari- and so spelled. The philologians, based on their analysis of other dialects, "restored" the glottal stop where they determined it should have been, thus the Koranic standardized and normalized برىء and سؤال. This "restoration" accounts for the seemingly random seats of the hamza (see Appendix G), a sign invented from an initial 'ayn because of the close proximity of the two sounds in the throat

The alif bi-surrat al-y \(\bar{a}\) ' is another remnant of Meccan dialect and indicates what must have been a vowel something like - \(\bar{e}\) - (as ma'ne for \(m a\) 'nā and waffē for waffă). In Koranic orthography the alif bi-șūrat al\(y \bar{a}\) ' is maintained as a \(y \bar{a}\) ' (without dots) even when enclitics are added, as سويك ("he made you"), reflecting a Meccan pronunciation of sawwēka. This dialectal variant is preserved in one phrase, لْبَلِ lab\(b a y k a\) (reflecting Meccan labbēka for normalized labbāka ['abduka] ("Iyour servant] has responded to you"), a phrase used in the pilgrimage rites.

Other aspects of Koranic orthography that differ from normalized Arabic orthography are:
(1) Otiose letters are indicated by a small circle. This should not be confused with the sukun, which is written as a small initial \(j\) (without dot) and stands for \(j a z m\), another word for sukūn.
(2) Madda indicates abnormal lengthening of a vowel, not - \(\bar{a}\) - as in normalized orthography. The glottal stop is indicated by hamza every-

(3) Final \(-\bar{i}\), especially the first-person singular objective enclitic \(-n \bar{i}\), is often written defectively, e.g. رِبَّ رَبَى formalized and فَّرَّسْلُون for normalized فَآرسلُونى.

It should be noted that Koranic orthography is maintained only in the Koranic text itself. When quotations were taken from the Koran in the post-normalization period, they were often written in standard orthography.

\section*{Cross-Word Assimilations}

Assimilations across word boundaries are indicated in Koranic orthography as follows:
\begin{tabular}{|c|c|c|}
\hline WRITTEN & READ AS & EXAMPLE \\
\hline \(-t d-\) & \(-d d-\) & 俍 'ıjībad da'watukumā \\
\hline \multirow[t]{4}{*}{\(-n b-\)} & -mb- &  \\
\hline & & عَدُوْ بِّهُس \\
\hline & & \% zakiyatam bi-ğayri \\
\hline & & - ¢آكت, 'āyātim bayyinātin \\
\hline -nl- & -ll &  \\
\hline -n m- & -m m- &  \\
\hline -n \(r\) - & \(-r\) - &  \\
\hline \multirow[t]{2}{*}{-nw-} & -w w- & 'abadaw wa-lan \\
\hline & & \% mawwa'adanī \\
\hline -n \(y\) - & \(-y y-\) &  \\
\hline
\end{tabular}

The internal assimilation of \(-d\) - to \(-t\) - is similarly indicated:
\(-d t-\)
\(-t t-\)
, wَعْدتَ

The 3rd-person masculine singular enclitic pronoun, -hu/-hi, is read with short \(\check{u}\) and \(\check{l}\) when the preceding syllable contains a long vowel or diphthong. When -hu/-hi follows a syllable containing a short vowel, however, it is read as \(-h \bar{u} /-h i\), with long vowels, indicated in the Koran by a small wāw or \(y \bar{a}^{\prime}\) under the \(h\) of the enclitic. This variation in length is of no consequence in the normal reading of prose, since it always falls in an unstressable position, but the long-short variation is of importance in the scansion of poetry (i.e., fihi is scanned \(f i-h i ̆\), but bihi is scanned \(b i ̆-h i\).

\section*{Appendix E}

\section*{KORANIC MARKS OF PERIODIZATION}

Arabic only recently-and in imitation of European languagesdeveloped punctuation marks. The late development can be partially explained by the abundance of particles that serve as interrogatives, coordinators and sequentializers, thereby making an elaborate system of periodic marks unnecessary. In the Koran, however, there are numerous passages where incorrect periodization can have disastrous effects on the meaning. In order to prevent such misreadings, a system of markings for pause (waqf) is commonly included in Koranic texts.

The marks used in the standard Egyptian Koran are as follows:
(1) necessary pause: no syntactic connection between what precedes the mark and what follows, e.g.
\[
\begin{gathered}
\text { انثا يستجيب الذين يسمون م والموتى } \begin{array}{l}
\text { Only those who hear re- } \\
\text { يبعثه الش } \\
\text { spond-and the dead, God will } \\
\text { resurrect them. }
\end{array}
\end{gathered}
\]

This prevents the non-sensical reading
- انـا يستجيب الذين يسعون والموتى Only those who hear and the dead respond-God will resurrect them.
(2) \(\downarrow\) no pause: what follows the mark belongs syntactically to what precedes, e.g.

To those whom the angels (لause to die [when they are] good, they say, "Peace be unto you. Enter the garden because of what you used to do."
\({ }^{(3)} e^{\text {indifferent }}\) as to pause: preceding word may be taken syntactically as belonging to preceding or following phrase, e.g.
We recite to you their news in آمنوا بربه truth-they are youths who believed in their Lord or We recite to you their news-in truth they are youths who believed in their Lord.
(4) صل pause permissible but no pause preferable.
(5) קلى pause permissible and preferable; no pause also permissible.
(6) * pause at either place but not both, e.g.

ذلك الكتاب لا ريب " فيه * هدى That is the book, no doubt-in
it is guidance for the pious or That book, in which there is no doubt, is guidance for the pious.

\section*{Appendix \(\mathbf{F}\)}

\section*{PAUSAL FORMS}

The following rules for pronunciation should be observed for pausal forms, i.e., words that fall before a natural pausal point or at the end of a phrase or sentence. Isolated words are also generally pronounced in pausal form.
(1) final short vowels are quiesced (even when written):

إتكَ إذأ لمن الظالمينَ read as: 'innaka'izan la-mina z-zālimin:
read as: fa-qad zalama nafsah:
(2) the indefinite endings -un and -in are quiesced:
, read as: wa-'abūnā sayxun kabīr:
نا لـ من نور read as: fa-mā lahu min nūr:
(3) the indefinite ending \(-a n\) is read as \(-\bar{a}\) :
, وأمطرنا عليه مطرا read as: wa-'amtarnā 'alayhim matarā:
(4) the inflectional ending and the \(-t\) - of the \(t \bar{a}^{7}\) marbūta are quiesced, giving an ending in \(-a\) :
, وآيةً لهم الأرضُ الميتئ read as: wa-'āyatun lahumu l-'ardu l-mayta:

\section*{Appendix G}

\section*{SEATS OF THE HAMZA}
I. Initial Hamza. The seat for all initial hamzas is alif.

When the vowel of the hamza is \(-a\) - or -u-, the hamza is commonly written above the alif, as in أنس 'أمر 'uns-

When the vowel of the hamza is \(-i\)-, the hamza is commonly written beneath the alif, as in إيمان 'إنس 'imān-.
When the vowel of the hamza is \(-\bar{a}\)-, the alif carries madda, as


\section*{II. Internal Hamza.}
(1) If internal hamza is (a) preceded by a short vowel and followed by sukūn, or (b) preceded by sukūn, or (c) both preceded and followed by the same vowel, the seats are:
-Alif for \(-a^{\prime}\)-, \(A^{\prime a} a\) - and \(-a^{\prime} a-\)-, as in , ra's-, , mas'alatand سأل sa'ala;
-Madda for -' \(\bar{a}\)-, as in ترآن qur'ān- and تآمر ta'ämara;
 and تارني qāri'ihi;
-Wäw for -u'-, -'u- and -u'u-, as in سوزل su'l-, مسوّ mas'ūland تكافؤ takäfu'uhu.
(2) If preceded by a short vowel and followed by a different vowel (long or short), the seats are, in order of preference: (a) \(i\)-dotless \(y \vec{a}\), (b) \(u-w a \bar{w}\), (c) \(a-\) alif.

سنل su'ila ( \(i\) takes precedence over \(u\) ), تارن qāri' uhu ( \(i\) takes precedence over \(u\) ), ذناب đi'äb- ( \(i\) takes precedence over a), رنيس ra'is- ( \(i\) takes precedence over \(a\) )
بؤس
\(b a^{\prime} u s a\) ( \(u\) takes precedence over \(a\) ), , \(r a^{\prime} \bar{u} f_{-1}\) ( \(u\) takes precedence over \(a\) ), سؤال su'ál- ( \(u\) takes precedence over \(a\) ), مورْ mu'arrix ( \(u\) takes precedence over \(a\) )
(3) If preceded by a long vowel or diphthong and
(a) followed by \(-a\)-, the seat is nothing, i.e., the hamza "sits" on
 ضوء daw'ahu, and مروء murü'at-.
(b) followed by -i-, the seat is \(y \bar{a}{ }^{\prime}\), as in ابنائ \(\quad\) 'abnā'ihi, برينّ bari' ihi, and سونل sü'ila.
(c) followed by -u-, the seat is wāw, as in ابنازَ 'abnä'uhu and بريؤه bari'uhu.
III. Final Hamza. Final hamza (exclusive of inflectional vowels) takes the following seats:
(1) If preceded by a short vowel, the seats are:
(a) alif for \(-a^{\prime}\), as in \(n a b a^{\prime}-4\)
(b) dotless \(y \bar{a}{ }^{\prime}\) for \(-i^{\prime}\), as in in \(q \overline{\text { anr }}{ }^{\prime}\) '
(c) wāw for - \(u^{\prime}\)-, as in ككافو takäfu'-
\({ }^{1}\) The combination -a' \(\bar{u}\) - is also written with the hamza on the line (رء وف).
\({ }^{2}\) With the addition of the alif for the -an termination, hamza is no longer reckoned final. This combination is also commonly written with the dotless \(y \vec{a}{ }^{\prime}\) (شينا), especially in type.
\({ }^{3}\) The combination \(-i^{\prime} a\) - is also normalized with the hamza on a dotess \(y a a^{\prime}\) (خطين), especially in type.
\({ }^{4}\) The indefinite accusative alif is not added to words ending in \(-a^{\prime}\) - or \(-\bar{a}^{\prime}\)-, such as نبا naba'an and "بناء 'abnä'an.
(2) If preceded by a long vowel, diphthong or sukūn, the hamza is



\section*{Appendix H}

The Syro-Mesopotamian Months and Days of the Week
The following months were used in Syria and Mesopotamia for fiscal administration throughout the Islamic period. The names are derived from older Semitic usage, and the months are solar (Julian).
\begin{tabular}{|c|c|c|c|}
\hline نيـ & nisānu April & تشرين الاول & tišrinu l-'awwalu October \\
\hline ايار & 'ayyäru May & تشرين الثانى & tišrinu \(\theta\) - \(\theta\) ānl November \\
\hline حزيران & haziränu June & كانون الاول & kānūnu l-'awwalu December \\
\hline توز & tammüzu July & كانون الثانى & kānūnu \(\theta\) - \(\theta\) āni January \\
\hline ا & 'äbu August & شباط & šubātu February \\
\hline & 'aylūlu Septem & & 'ādāru March \\
\hline
\end{tabular}

Days of the week:
يوم الاحد yawmu l-'ahadi Sunday
yawmu l-iӨnayni Monday
يوم الثلاثاء yawmu \(\theta\) - \(\theta\) يواء
يوم الاربعاء yawmu l-'arba'ā’i Wednesday
yawmu l-xamisi Thursday
يوم الجمعة yawmu l-jum'ati Friday
yawmu s-sabti Saturday

\section*{Appendix I \\ SUMMARY OF VERBAL SYNTAX}

\section*{The Perfect}
1. Simple past
2. Past definite
3. Negative perfect (+ \(m \bar{a})\)
4. Future perfective
5. Contrafactual conditionals
6. Gnomic (atemporal)

\section*{Imperfect Indicative}
1. Present habitual yadribuni He hits / is hitting me. present progressive
2. Future \({ }^{1}\)
3. Past habitual / progressive (+ perfect of kāna)
4. + qad for "may, qad yadribuni He might hit me. might"
Subjunctive
1. after 'an
2. with \(l i\) - for purpose
3. with lan for neg. future
darabtuhu qad darabtuhu mā darabtuhu
kāna l-yawmu qariban The day will be soon. law ḍarabanī, la-mäta If he had hit me, he would have died / If he were to hit me he would die.
God is omniscient.

He will hit me.
He used to hit me.

\footnotetext{
\({ }^{1}\) Affirmative explicit with sawfa or sa-.
}
4. with \(f a\) - after prohi- \(\quad\) lā yağdab fa-
bition, wishes, re- \(\quad\) yadribani
quests, \&c.

Let him not get angry lest he hit me.

\section*{Jussive}
1. with lam for neg. past def.
2. with li-for hortatory
3. with \(l a \bar{l}\) for neg. im- lā yadribnt perative
4. possible condition- 'in yadribni yamut als
lam yadribni
li-yadribnl man yadribnt yamut
idribnī tamut

He did not hit me.

Let him hit me.

Let him not hit me.

If he hits me, he'll die.
Whoever hits me will die
Hit me and you die.

\section*{Appendix J}

\section*{MANDATORY PHONETIC CHANGES}

Following are the mandatory phonetic changes that occur with the "weak" consonants \(w\) and \(y\). The vertical line indicates a syllabic division. The basic rule throughout is as follows: any weak consonant surrounded by short vowels is dropped along with the following vowel, and the preceding vowel is lengthened in compensation if possible (if the syllable is closed, the vowel cannot be lengthened).
```

*-awal $\rightarrow$-ā/ (*qawala $\rightarrow$ qäla
§18, *irtadawa $\rightarrow$ irtada
§60.2)
$-a w a C / \rightarrow-u C /$ (*qawalta $\rightarrow$
quita §18)
*-awi) $\rightarrow$-ā- (*mawita $\rightarrow$ māta
§18)
*-awiC/ $\rightarrow-i C /\left({ }^{*}\right.$ mawitta $\rightarrow$
mitta §18)
*-ayal $\rightarrow$ - $\bar{l} /$ (*sayara $\rightarrow$ sāra
§18, *imtayaza $\rightarrow$ imtäza
§60.1)
*-ayi/ $\rightarrow$-ayl (*talqayina $\rightarrow$
talqayna §39.1)
*-ayu) $\rightarrow$ - $\bar{a} /$ (*yalqayu $\rightarrow$ yalqā
§39.1)
*-ayū/ $\rightarrow$-aw/ (*yalqayūna $\rightarrow$
yalqawna §39.1)
*-iyil $\rightarrow-\bar{i} /(* h a ̄ d i y i \rightarrow h a ̄ d i$
§27.1)
*-iyiC/ $\rightarrow$-iC/ (*hädiyin $\rightarrow$ hādin
§27.1)

```
*-iyıl/ \(\rightarrow-i\) ) (*hädiyina \(\rightarrow\) hädīna §27.2, *tarmiyina \(\rightarrow\) tarmina §39.2)
*-iyul \(\rightarrow\)-i/ (*hādiyu \(\rightarrow\) hādl §27.2, *yarmiyu \(\rightarrow\) yarmi §39.2)
*-iyū/ \(\rightarrow-\bar{u} /\) (*hādiyūna \(\rightarrow\) hādūna §27.2, *yarmiyūna \(\rightarrow\) yarmūna §39.2)
*-iyuC/ \(\rightarrow-i C /\) (*hādiyun \(\rightarrow\) hädin §27.2)
*-iw- \(\rightarrow\)-i-1-iy- (*biwd- \(\rightarrow\) bid §36, * radiwa \(\rightarrow\) radiya §20.3, *du'iwa \(\rightarrow\) du'iya §53.2)
*-uwil \(\rightarrow\)-i/ (*quwila \(\rightarrow\) qila §53.2)
*-uwi \(/ \rightarrow-i /\left({ }^{*}\right.\) tad'uwina \(\rightarrow\) tad'ina §39.3)
*-uwū/ \(\rightarrow-\bar{u} /\) (*yad'uwūna \(\rightarrow\) yad'ūna §39.3)
*-C/wa- \(\rightarrow\)-Cā-1 (*yuqwalu \(\rightarrow\) yuqālu §55.3, 'amwata \(\rightarrow\) ' amāta §76.2)
*-C/wu- \(\rightarrow\)-Cū- (*yaqwulu \(\rightarrow\) yaqūlu §37)
*-C/wuC/ \(\rightarrow-u C /\) - (*yaqwulna \(\rightarrow\) yaqulna §37)
*-C/yi- \(\rightarrow\)-Ci- (*yasyiru \(\rightarrow\) yasiru §37)
*'v'/C- \(\rightarrow\)-'v\(/ C\) - (*'u'minu \(\rightarrow\) 'üтinu §75.4, *' a'kulu \(\rightarrow\) 'äkulu §30.6, *'a'mana \(\rightarrow\) 'āmana §75.4, *'i'ti \(\rightarrow\) ' \(t t i\) §49)

\footnotetext{
\({ }^{1}\) Except in the elative 'AF'ALU pattern, as layyib-> 'afyabu, and qawim-> aqwamu.
}

\section*{English-Arabic Vocabulary}
\begin{tabular}{|c|c|}
\hline abide & alms, give تصدّت \\
\hline able, be قدر & among من ، بين \\
\hline منكر abomination & مngel \\
\hline absent, be غاب & بشّر \\
\hline accept تقبّل & أحد \\
\hline انكر & شیى \\
\hline Adam Tا & رسول apostle \\
\hline adopt آتخ & بدا \\
\hline زنى & خלلi \({ }^{\text {appoint as successor }}\) \\
\hline أقبل advance & approach ترب \\
\hline advise نصّ & arise \\
\hline afflict & سلاح arms \\
\hline after (conj.) بعد & as \\
\hline after (prep.) بعد & as for \\
\hline من بعدُ & ask سال \\
\hline على against & ابتنىى \\
\hline سو &  \\
\hline حى & نفع avail \\
\hline كل all & aware, be درى \\
\hline كاد & away, turn \\
\hline زكاهة & back, go ارتدا \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline back, send/bring رد band bانفة & \begin{tabular}{l}
أتى بـ bring \\
نزل بـ bring down
\end{tabular} \\
\hline bar & broken, be/get نكسر ، تكسر \\
\hline be كان & brother \({ }^{\prime}\) \\
\hline beast دابك & build بنى \\
\hline جميل ، حسن & but لاكن ، \\
\hline اصبح become & call out to \\
\hline \begin{tabular}{l}
من تبل before (adv.) \\
قefore (conj.) تبل ان
\end{tabular} & call upon \\
\hline before (prep.) & calm, be اططان \\
\hline beget ولد & capable of, be قدر على \\
\hline behind وراء & care of, take \\
\hline ابصر behold & ربى cast \\
\hline T- & فى سبيل cause of, in the \\
\hline believer مؤمن بو & يقين \\
\hline تحت beneath & charge, put in \\
\hline benefit, be of & ولد child \\
\hline better خير & اختّار \\
\hline between بنر & مدينة city \\
\hline beware اتّقى & ط \\
\hline big كبير & مبين ، بين طين \\
\hline bird & come أتى \\
\hline black اسود & جرى come to pass \\
\hline blame & command \\
\hline bless بارك & community \\
\hline blessing بركا & صاحب إئى \\
\hline blind اعكى & خنّي ، اخغى \\
\hline كتاب book & concluded, be \\
\hline سجد bow down to & كاد \\
\hline break كسر & اكل consume \\
\hline & وسع contain \\
\hline
\end{tabular}

\begin{tabular}{|c|c|c|c|}
\hline except y ! & forbidden, be حرم & خير و & بerese \\
\hline n exclusion of & forceful & ومتاع & كيف how? \\
\hline exculpate & forget & الانجيل Gospel & however إنّا \\
\hline eye عين & forgive & كبير & humankind بشر \\
\hline & forgiveness, ask استغر & وreen اخضر & humble, be تواضّ \\
\hline face & form هينة & كائنة & مونافق hypocrite \\
\hline face (v.i.) & forward, come/go إبل & اتّتى & \\
\hline faith ايمان & free برى & guide J , \({ }^{\text {a }}\) & ابليس \\
\hline سجد fall down & friend & اهتدى guided, be & صنم \\
\hline بعيد عن/من & friendly, be انس & & if اذا ، إن ، لو \\
\hline fast (v.i.) مام & from من & half نصغ & جهل ignorant, be \\
\hline fast, be سرع & fruit & hand & مرض ill, fall \\
\hline أب father & & سلّ ، اسلم & in \\
\hline خإ fear & حديتة & happen جرى & increase (v.i.) زاد ، ازداد \\
\hline feed اطعم & باب & harm" & indicate أشار \\
\hline أنثى & جنّى & hasten عجل ، استعجل & كافر \\
\hline few & girl & haughty, grow ككبر ، استكبر & كغر \\
\hline fight & gهب، آلى give & he who من & inform بنّ \\
\hline fill (v.t.) \% & ذه & سع & inhabit \\
\hline filled, be & go back & قلب & اهل inhabitants \\
\hline find وجد & ونل & س heaven & ورث \\
\hline finger & وo out خرج & heel & غلم injustice \\
\hline finished, be & وo out against & heir to, be ورث & برىء \\
\hline fire & God اله & hell & أوحى inspire \\
\hline first & god, deity & help & invite \\
\hline flee & God-fearing تقى & helper & سيّار \\
\hline flow & حسن good & here & قاض judge \\
\hline follow تبع اتبع & حسنى good deed & high, be & يوم الدين judgment, day of \\
\hline foolish, be جهل & good news بشرى & منع & حكم judgment, pass \\
\hline for \(\rfloor\) & good thing خرير & hit the mark أصاب & \\
\hline منع ، نهى & صالحات & hope, give up ينس & قتل kill \\
\hline
\end{tabular}

ملك ملـ
kingdom مدلكة
علم، عرن، درى، خبر know
علم knowledge
Koran القرآن
خلف lag behind
land أرض
large كبير
last (adj.) Tا
last forever خلد
laugh ضحك
دل، هدى lead
leaf ودق
learned men علماء
leave خرج ، ترك
left (hand) شمال
كذّب
كذب lie
حياة life
life to come الآخرة
life, this الدنيا
light نور
like (prep.) S
مثل مثل
تليل ، صنير little
حیّ، عاش
look نظر
رب
loss, suffer خسر
ضلّ lost, be/get
```

أحب" أحب"
lust هوى
male
رجل ، بشر ، انسان man
many كثير
نكح marry
master
mate نرج
matter
بلغ أشدْه maturity, reach
meaning معنى
Mecca
حنظ memorize
mention
merciful رحمان
رحم mercy, have
رسول messenger
might ترو
mighty توى
mistake اخطا
mistaken, be خطى
month شهر
moon قـر
morning صبع ، صباح
mother
motion, set in سيَر
جبل mountain
name اسم
name (v.t.) ستّ

```
narrate
near to اقترب
near, draw تريب من
necessary, be انبغى
neglect غغل
never ابدا
new جديد
news نبا ، خبر
night ليل • ليرية
noble كريم
nobody لاحد
north شهال
انف nose
not ما ، لا، إن ، ليس
لا شیء nothing
number عده
يا
obedience اطاء
obey أطاع
observe closely اطلّا
وتع occur
شيخ old man
on
one (adj.) واحد
احد one (pron.)
one-eyed اعور
opinion (legal) فتوى
انتى opinion, give an
ظلم oppress
يا ، ام or
order
orphan يتيم
other آخر
other than غير
over (prep.) على
over, turn تلك
انتلب ، تقلّب overturned, be
paradise جنّ
pardon
parents والدان
part
part company هر
شريك partner
pass away (cease) زال
pass away (die) تُوْفِّ (c)
pass by مر
pass over مر" على
patient, be صبر
سلمام
اهل people
perform (prayer) اقام
لعل"، عسى أن perhaps
هللك ، خسر perish
اذن permit
pilgrimage, make a ح حج

place مقام، مكان
pleasant, be طاب
pleased, be رضى
كاد
\begin{tabular}{|c|c|}
\hline poor & هready, get (v.t.) \\
\hline possession of, in the & reality \\
\hline possessions مال & reason عقل \\
\hline jossessor of ذو، صاحب & recite \\
\hline possible, not ماكن لـ & حربس reckon \\
\hline سلطان ، عزّة & recognize \\
\hline powerful & refuge, take \\
\hline pray for & refuse to acknowledge \\
\hline prayer (invocation) & relate \\
\hline prayer (ritual) & religion \\
\hline prepare & دنع repel \\
\hline كrescribe for كتب على & repent \\
\hline presence of, in the & جزیى requite \\
\hline preserve حنظ & قِيامة \\
\hline prevent & retrace one's steps انتلب على \\
\hline mrison سجن & return \\
\hline prophet & reward \\
\hline prostrate oneself & غich \({ }^{\text {غ }}\) \\
\hline وتى protect & right (hand) يمين \\
\hline protection, seek & rise \\
\hline punish جزى & rise up \\
\hline purify & نهر \\
\hline put & rock حجر \\
\hline put down & ملك ، \\
\hline & rule (v.t.) ملك \\
\hline سuestion (v.t.) & rush (v.i.) استعجل (vi) \\
\hline quick, be & \\
\hline & sabbath سبت \\
\hline & sacrifice (n.) قربان \\
\hline rather بل & قرّبر \\
\hline بكغ reach & sad, be حزن \\
\hline
\end{tabular}
\begin{tabular}{|c|c|}
\hline safe, be/feel امن & انفق spend \\
\hline ح s حfe, keep & spirit \\
\hline sake of, for the لأجل & بسط spread \\
\hline say & spring عين \\
\hline خرّف، اخاف scare & star \\
\hline see & steal \\
\hline أخل seize & stone حجر \\
\hline بعث ، أرسل & strength قور \\
\hline بعث & ضtrike \\
\hline separate فرّ & جاهي \\
\hline عبد & ابتّى \\
\hline مريض sick & strong توى \\
\hline آية sign & سخر subjugate \\
\hline جin & أسلم submit \\
\hline خin (v.i.) خطى & summon \\
\hline مخلص sincere & sun شـس \\
\hline انخت sister & أحاط بـ surround \\
\hline عبد slave & sustenance \\
\hline sleep & إل \\
\hline small & انس tame \\
\hline so that & ذاق taste \\
\hline so-and-so . & علّم \\
\hline بال بعض some & إجل term \\
\hline احد someone & شهر \\
\hline شیء & that (adj., pron.) ذلك \\
\hline son ابن & \begin{tabular}{l}
that (conj.) \\
that (rel. pron.) الذي
\end{tabular} \\
\hline حزن sorrow & hat which الذي ، الذي \\
\hline soul &  \\
\hline كلّم speak to &  \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|}
\hline شیء thing رئ & use of, make اتتغع & will (v.i.) شاء wisdom حكة & world, the next الآخرة world, this الدنيا \\
\hline though, as "كان & غلب vanquish & ود"، تمنَى wish & worse شر \\
\hline ركى & verse آية & با ب، مع & عبد \\
\hline thus كذلى & village ترية & شاهد شاهر & write \\
\hline حين ، مرّة & شديد & امراة & \\
\hline الى & visit the sick & كلم & سنة، عام year \\
\hline اليوم today & walk مشى & words تول & صغير young \\
\hline tonight الليلة & أراد want & world & \\
\hline سن tooth & wares & & \\
\hline Torah التوراة & حانظ على & & \\
\hline عذاب & water 5 & & \\
\hline مس" ما & water, ask for استستى & & \\
\hline سار travel & water, give ستى & & \\
\hline شار & way سبيل & & \\
\hline توم tribe & weep بكى & & \\
\hline تصر triumph & what? & & \\
\hline حت & when (conj.) إذا ، لـّا & & \\
\hline صدت truth, tell the & when? & & \\
\hline turn (v.t.) & whenever كلّ & & \\
\hline turn away from ولى ، أدبر عن & where? إين & & \\
\hline اتّج الى & أينها & & \\
\hline two اثنان & which (rel. pron.) الذى & & \\
\hline tyranny & which? 'ا & & \\
\hline unbeliever كافر & white ابيض & & \\
\hline unfortunate & الذّى who (rel. pron.) & & \\
\hline ungrateful for, be كنر & who? م & & \\
\hline universe العالمرن ، العالم & كل كل ، حميع & & \\
\hline unlawful, make & why? 4.1 & & \\
\hline  & wife امراة ، زرجة & & \\
\hline
\end{tabular}

\section*{Arabic-English Vocabulary}

Words are arranged by root, real or apparent. The number following "A" after nouns refers to the section in Appendix A where the brokenplural type is found. SFP = sound feminine plural; SMP = sound masculine plural; s.o. = someone; s.th. = something

> با ' \(a b\) (A10a) father
> ابد 'abadan (+ neg.) never
> ابن ibn- (A10a, banūna) son
> الى 'atā (i) 'ityān-come to, bring s.o. (bi- s.th.); IV give to
> اج 'ajr-reward
> اجل 'ajal- (A2a) term, appointed time, instant of death; \(l i\) 'ajli- for the sake of
> احد 'ahad- (m) (A2a), 'ihdā (f) one, someone, anyone; yawmu l-'ahadi Sunday
> \(خ^{\prime} \quad\) ' \(a x\) - (A10b/c) brother, 'uxt(A10d) sister
> اخذ 'axaða (u)'axð- take, seize, take hold (bi- of); III 'äxaða take to task (bifor); viII ittaxaða adopt
> اخر 'äxir- (SMP/SFP/A4b) last, final; al-'axirat- the next world, life to come; 'axaru (A9) other, II 'axxara reprieve, put off, delay; v ta'axxara come after, be delayed, be late
> ادد 'idd-terrible, horrible
> ادم 'ādamu Adam; ibnu'ādama pl banū 'ädama human being
> a 'it when
> \(|ذ|\) 'iðā when, if; 'iðan then, therefore
> اذن 'aठ̌ina (a) 'iơn- permit; IV 'ā̄̃ana bi- declare; 'uбии(A2a) ear, 'izan then, therefore
> اذى 'að̌iya (a) suffer harm; IV 'āð \(\bar{a}\) annoy, harm; 'aঠ̄an annoyance
> ارض 'arḍ-(f) (A10e) earth, land
ism-(A10a/e) name; see also \(\checkmark_{S M Y}\)
إسى
'akala (u)'akl- eat, consume
لا الillä (+ acc.) except for, but, only, except, just; (+ neg., see §33); 'allā = 'an lä that ...not; 'a-lā'innā is it not a fact that
الذى allayi who, he who (\$21.1)
الل allāhu God
لa 'ilāh- (A6a) god, deity
ال 'alim- painful
الى 'ilā (+ gen.) ('ilay-) to
l'am or, see also \(\sqrt{ }\) ' \(M M\)
W1 'ammā as for (followed by fa-); 'immā either, or
امر 'amara (u)'amr- order, command (bi-); 'amr(A1b) affair, matter; (Ale) order, command; min/bi'amri at the order of
امراة imra'at- see \(\sqrt{ } M R^{\prime}\)
'امر imru' - see \(\sqrt{ } M R^{\prime}\)
امم 'umm- (A10d) mother; 'um-mat- (A3a) community
م 'amina (a) 'amn-l'amānatbe safe, secure, trust ('alā with); IV 'ämana bi- believe in
'in if; not; 'inna sentencehead particle followed by acc.; 'anna (+ acc.) that; 'an (+ subj.) that
نث 'un \(\begin{gathered}\text { a female }\end{gathered}\)
l 'anisa (a) l'anusa (u)'unsbe friendly, on intimate terms ( \(b i\) - with), perceive; II 'annasa put at ease, tame; III 'änasa be friendly with, cordial to; IV 'änasa keep company, observe; \(\mathbf{x}\) ista'nasa be sociable, on familiar terms with; 'inshumanity; 'insän-human, person
'anf- (A1a/b) nose
انـا 'innamä however, rather; specifically
نى 'annä how?; 'ānä'a (+ gen.) throughout, during; 'inä'pl 'äniyat-l'awānin vessel
اهل 'ahl- (SMP/A10e) people, inhabitants, family
ا 'aw(i) or
اول'awwalu (m), 'ūlā (f) (SMP/SFP/' \(a w \bar{a}^{\prime} i l u\) ) first
ار 'awā (i) ma'wan take refuge, shelter; IV ' \(\bar{a} w \bar{a}\) give shelter to, take refuge
v' 'ayy- (+ construct) which?, whichever?, what kind of?
ايمان 'imān- see ل 'MNIV
اين 'ayna where?; 'aynamā wherever
آ 'āyat- (SFP) sign, token, verse of the Koran

ايها 'ayyuhā (m), 'ayyatuhā (f) O, vocative particle

ب bi-(+ gen.) in, by, with, through; bi-mä 'anna inasmuch as, for as much as
بد bada'a (a) bad'- begin, start (bi- with)
بدو badā (ū)budūw- appear, IV 'abdā cause to appear
برs barl'- (A5b/d) free, innocent (min of); II barra'a exculpate, make free; IV 'abra'a heal
برج burj- (A3c) constellation
برد bard-cold, coolness
برص 'abrasu leprous
برت al-burāqu Buraq, mythical animal on which the Prophet ascended into heaven
برك III bāraka 'alā/fi bless; VI tabäraka be blessed; bara-kat- (SFP) blessing
بسط basata (u) bast-spread, stretch out
بشر II bašsara announce good news to (bi- of); bušā good news; bašar- humankind
بصر baṣara (i) baṣar-look, see, understand; II basssara make see, enlighten; IV 'abṣara see, behold; V tabassara bi- reflect on; X istabsara be able to see; basar- (A2a) vision, insight

بضع bidã \({ }^{\text {'atat- (A6b) wares, mer- }}\) chandise
بطل IV'abtala talk idly
بعث \(b a^{\prime} a \theta a(a) b a^{\prime} \theta\) - send ('ilā for), send forth, resurrect
بعد \(b a^{\text {'d }} d a\) (+ gen.) after (prep.); min ba'di after (prep.); min \(b a{ }^{\prime} d u\) afterwards (adv.); \(b a^{\prime} d a-m \bar{a}, b a^{\prime} d a\) 'an after (conj.); \(b a^{{ }^{i} d d-\text { far, distant }}\) ( \(\min\), 'an from)
بعض ba'd-some; ba'duhum... ba'dan/in each other
بغل bağl-(Alb/c) mule
VII imbağă be proper, seemly (li- for), be necessary (li।'alä for); VIII ibtağā strive for, aspire to
بقى baqiya (ă) baqa \({ }^{\prime}\) - remain
بكم 'abkamu (A8) mute, dumb
بكى bakā (i) bukä'- cry, weep ('alä over); IV 'abkā make weep
بل bal(i) nay rather
balağa (u) bulūğ- reach, attain; IV 'ablağa make reach, announce, inform, deliver; balağa 'asuddahu he reached maturity
balā ( \(\bar{u})\) bală'- put to the test
بنت bint- (A10d) girl, daughter
بنى banā (i) binä'-/bunyānbuild
به buhita (pass.) be flabbergasted
بوب \(b a \bar{b}\) - (A2a) gate, door

بيت bayt- (Alb) house, dwelling
بيض 'abyadu (A8) white
بين bayna (+ gen.) between, among; bayyinat- (SFP) indisputable evidence; IV 'abāna make clear, obvious

تبع tabi'a (a) taba'-ltabāatfollow; VI tatäba'a follow in succession; viII ittaba'a follow, pursue, heed
تحت tahta (+ gen.) beneath, under
ترب turbat-, turäb- dust, dirt, earth
ترك taraka (u) tark- leave, abandon, leave behind
تقى taqīy- (A5d) pious, Godfearing, devout
Itamma (i) tamām- be completed, finished, fulfilled; IV 'atamma finish, fulfill
توب tāba ( \(\bar{u})\) tawbat- turn away ('an from), renounce, relent, repent ('ilā toward)
ت täha (i) wander
ثعب \(\theta a\) 'bān- serpent
ثقل mi
ث Oamma there, in that place; Oumma then, next, afterward
ثر ثamar-fruit
ثنى iӨnāni (m), i日natāni (f) two; yawmu l-iӨnayni Monday

جبر \(j a b b a \bar{r}\) - pl jabābirat- giantjabal-(A2b) mountain
jäama (u/i) lie prone
\(j a \theta \bar{a}(\bar{u})\) bend the knee
jahim- hellfire
جحم jadid- (A5c) new
جذذ juðāðð- (coll.) small fragments IV 'ajrama commit a crime; mujrim- (SMP) criminal
jarā (i) jarayān- flow, blow, happen, come to pass; IV 'ajrā make flow, make happen, execute
jazā (i) jazä' - requite, recompense, reward, punish (bi-, 'alā for); III jāzā=G
jism- (A3b) body
جعل ja'ala (a) ja'l-put, make
جلد jalada (i) jald- flog; jaldatlash
زalla (i) jalāl- be great, exalted
ج jama'a (a) jam'- gather, collect; jama'a l-qur'äna memorize the Koran; IV 'ajma'a make a consensus, be of one mind; viII ijta\(m a^{\prime} a\) assemble, be gathered ('alā for); jami's all, whole, entire; 'ajma'ina altogether
جمل jamil- beautiful, handsome
جنح junāh- sin, crime ('alā for) ('an to)
jinn- (coll.), jinniyy- (sing), pl jānn- djinn, genie; jan-nat- (SFP) garden, paradise
جهج III jāhada endeavor, strive; VIII ijtahada work hard, be industrious; jihād- "holy war"
jahara (a) jahr- raise the voice
جهل jahila (a) jahl- be ignorant, not know
جوب X istajāba respond
jawād- generous
جوع jāa \(a(\bar{u}) j a w '\) - be hungry
jaww- air, atmosphere
جى \(j \bar{a}^{\prime} a\) ( \(\left.\bar{i}\right)\) majl' - come to, bring s.o. (bi- s.th.)

حبب II habbaba make beloved; IV 'ahabba love, like, want (noun: hubb-Imahabbat-); x istahabba consider desirable, preferable ('alā over); habib- (A5d) loved one; mahbbüb- beloved; habbat- seed, grain
حبر hibr- (A3b) Jewish title of learning
حبس habasa (i) habs- confine, imprison, keep back
حبل hablu l-waridi jugular vein
hattā (+ subj.) so that, until (with ref. to fut.); (+ gen.) until, up to
hajja (u) hajj- make the pilgrimage to Mecca; III häjja dispute with

حجر hajar- (A2a, hijärat-) stone, rock
حدث hadit- (A5i) event, report, transmitted narration; II haddäa transmit a narrative account to ('an on the authority of)
hadd- (Alb) border, limit
حدت hadiqat-(A5e) garden
حرر II harrara set free
حرص hariş- 'alā greedy for
حرض II harrada encourage
حرص II harraqa burn
حرم haruma (u) be forbidden; II harrama make unlawful, proscribe ('alā for); hu-rum- (pl) sacred things hazina (a) huzn- be sad, grieve; huzn- (A3b) grief
hasiba (a) hisbān- reckon, consider; hasaba (u) hi\(s a \bar{b}\) - make an account, figure; III häsaba call to account
حسن hasan- beautiful, good; ha-sanat- (SFP) good deed; husn- beauty, kindness, favor; II hassana improve, make good; IV 'ahsana do good, do well
حشر hasara (u) hašr- gather together (a herd); hašir- announcer, herald
حصن muhsanat- (SFP) chaste woman
حصى IV 'ahṣā to count, enumerate
hatta (u) decrease, reduce


خفغ II xaffafa lighten, reduce
خفى xafiya ( \(\bar{a}\) ) xafä' - hide, be concealed; IV 'axfă conceal; \(x a f \bar{a}(\bar{i}) x a f \bar{a}\) ' hide, conceal (trs.)
خلد xalada (u) xulūd- last forever, be immortal; xuldimmortality
خلص IV 'axlaṣa be sincere ('ilā to); muxlis- (SMP) sincere, devoted
خلف xalafa (u) xalaf-come after, take the place of; lag ('an behind); II xallafa appoint as successor; III xālafa differ from, be at variance with; IV 'axlafa l-wa'da go back on a promise; VIII ixtalafa differ ('an from), dispute ( \(f i\) about)
خلت xalaqa (u) xalq- create; xalq- creation, created beings, people; xaliqat- (A5e) creature; xaläq- lot
خلل xalil- (A5d) friend
خـد xamada (u) xиmūd- to go out, die down (fire)
خمر xamr-wine
خون \(x a ̈ f a\) (xif-) ( \(\bar{a}) x a w f-\) fear, be afraid of; IV 'axäfa scare
خول xālat- maternal aunt
خ خāna ( \(\bar{u}) x i y a ̄ n a t-b e t r a y, ~ b e ~\) false to
خير xayr-goodness, (+ min) better than; II xayyara give a choice to; VIII ixtära choose
däbbat- (A4b) beast, fourlegged animal
د \(d u b(u) r\) - (A3b) the back, rear side; IV 'adbara turn one's back ('an, 'alà on), go backward, flee, run away
دخل daxala (u) duxūl- enter ('alā into the presence of); IV 'adxala make enter
ى \(\boldsymbol{v}\) darā (i) dirāyat-bi-know, be aware of, comprehend; IV 'adrā make know
da'ā( \(\bar{u}) d a^{t}\) wat-call, call to/ upon ('ilā + verbal noun) to do s.th., pray, invoke; \(d u^{\prime} \vec{a}^{\prime}\) - (A6a) prayer, invocation
د dafa'a (a) daft-push, push away, repel
دل dalla \((u)\) dalālat-lead, guide ('alà to), show
دلو II dallā to dangle, lead on
دنو daniy-low; ad-dunyä this world, this life
دور dār-pl dūr-,diyār-abode
دور
د dūna, min dūni (+ gen.) below, to the exclusion of, up/down to
دين din- (A3b) religion; yawmu d-dini judgment day; dayndebt
ية diyat-bloodmoney

ذخر VIII iddaxara store up
ذarrat-(SFP) atom, small particle; Jurriyyat- progeny

ذ ذirā'- cubit; forearm, paw
ذڭ ðakara (u) ðikr-mention, recollect, make mention of; V taðakkara remember; дa-kar- (A2a) male
ذلك ðālika that (demonstrative, see §17.1)
ذ ذalīl-(A5j) abject, lowly, mean; дull- baseness
 hab-go, take away (bis.th.); IV 'aठhaba make go away
, \(\dot{\partial} \bar{u}=\) possessor/possessed of (§31)
 'aðāqa make taste
, ra'fat-pity
, ra'ā yarā ra'y-/ru'yat- see, consider; IV 'arā make/let see, show; ru'yā vision
ربب rabb-(A1a) lord, master; rabbāniyy- (SMP) rabbin, Jewish title of learning
ربط rabata (i) rabt-tie
ربـا rubbamä perhaps
raja'a (i) rujū'- come/go back, return; raja' \(\bar{u}\) 'ilā 'anfusihim"they conferred apart"; IV 'arja'a make return; marji'- (A11) refuge, retreat
rajfat-tremor
رجل rajul-(A2b) man
rajama (u) rajm- stone, cast a stone; rajama bil-ğaybi guess; rajim- stoned, accursed
رجو IV 'arjā put off
رحب II raḥhaba bi-welcome
رحل rahl-(A1c) saddlebag
rahima (a) rahmat-/marha-mat- have mercy on, be merciful; rahīm-merciful; ar-rahmānu The Merciful, epithet of God; rahim- kinship, womb; waşala rrahima maintain family ties, take care of those to whom one is tied by family relationship
ردد radda (u) radd- send/bring back, ward off, return; reply ('alā to); V taraddada be reflected, recur, waver, be uncertain, hesitate; VIII irtadda go back, revert, apostasize, refrain ('an from); X istaradda reclaim, get back
رد radm-dam, dike
رزت razaqa (i) rizq- provide with sustenance; rizq- sustenance
رسل rasūl- (A7b) messenger, apostle; risālat- (A6b) message; IV 'arsala send forth
رشد rušd-guidance
رضع IV 'arḍa'a suckle
radiya ( \(\bar{a}\) ) riḍwān- 'an be content with, pleased with, find acceptable; IV ' \(\operatorname{ar} d \bar{a}\) make content
رعد ra'd-thunder, awe
رنع rafa'a (a) raf'-raise, erect
رتب raqabat-slave
ركب rakiba (a) rukūb-mount, ride; rukbat- knee
ركع rak'at-kneeling, prostration
رمى ramā (i) ramy-bi- pelt with, cast; accuse
(2) IV 'arāha relieve; rūh(A3b) spirit
دود III rāwada entice; IV 'arāda want
ar-rūm-Byzantium, Byzantines, Greeks, Anatolians; rūmiyy-Byzantine, Greek, Anatolian
; zakāt-(A10f) alms
زنج zanj-(Alb) Blacks, Ethiopians; zanjiyy- Black, Negro
zan \(\bar{a}\) (i) zinä'-Izinan commit adultery, fornicate
ج, zawj-(Ala) mate, spouse
ز zāla (zul-) (ā) zawāl-pass away; (neg.) continue, abide eternally; IV 'azäla cause to pass away, take away
ј \(\quad z a ̄ d a(\bar{l})\) ziyādat- be more ('alā than), increase; IV 'azäda increase (trs.); VIII izdāda increase (int.)

زيل mä zäla (zil-) (lā yazälu)
(neg. + imperf. ind.) keep
on, be still (doing s.th.)
زين II zayyana adorn, embellish

س \(s a\) - (proclitic + imperf. ind.) affirmative future explicit particle
سال sa'ala (a) su'āl- ask; VI tasä'ala ask one another; su'āl- (A6a) question
sabab-road, way; 'atba'a sababan take one's way
سبت sabt-Sabbath; yawmu ssabti Saturday
subhāna (+ construct) glory be to
سبل sabil-(m \& f) (A5c) path, way
sitr-Covering, shelter
سجد sajada (u) sujūd-fall prostrate, bow down (li- before); masjid- (A11) mosque
سجن sijn- prison
سحر sahara (a) sihr- enchant; sähir- sorcerer, sihhr-magic
سخر II saxxara subjugate
سخط saxita (a) be angry
sadd-mountain, barrier
سدر sidrat-lote-tree; as-sidratu \(l\)-muntahä the heavenly lote-tree
سرب sarāb-mirage
سرع saru'a (u) sur'at-be quick, fast; sari \({ }^{\text {}}\) - quick

سرف IV 'asrafa be extravagant, waste, squander
سرت saraqa (i) sariqat- steal, rob; VII insaraqa get stolen; VIII istaraqa filch, pilfer; istaraqa \(s\)-sam'a eavesdrop
V tasa"'ara be kindled, lit
سē saqaṭa (u) suqūt- fall, drop off
ستى saqā (i) saqy-give to drink, water; IV 'asq \(\bar{a}=\mathrm{G}\); X istasqā ask for water
سكن sakana (u) suknä/sakan-inhabit, dwell; IV 'askana make dwell; sakinat- tranquility
silāḥ- (A6a) arms, weapons
سلط sulṭăn-(A12) power, authority
سلم
(a) salāmat- be saf and sound, intact; II sallama keep from harm, hand over intact, + 'alä greet; III sālama make peace with; IV 'aslama submit, surrender; salämgreetings, peace
sami'a (a) sam'-/samā́hear; IV 'asma'a make hear; VIII istama'a li-l'ila listen to
سـو \(\operatorname{sama} \vec{a}^{\prime}-(\mathrm{m} \& \mathrm{f}) \mathrm{pl} \operatorname{samāwāt-~}\) sky, heaven
سـى - (A10a/e) name; II sam\(m a ̈\) name, stipulate
سند IV 'asnada lean
سنن sinn- (A3b) tooth, age

سنة sanat- (SMP sinūna, A10f) year
سود 'aswadu (A8) black; IX iswadda turn black, be blackened
sawfa (+ imperf. ind.) future explicit particle
سوت sāqa ( \(\bar{u})\) sawq- to drive
سوs \(s a^{\prime} a(\bar{u}) s a w '\) - be evil, bad; \(s \bar{u}^{\prime}\) - evil, ill (noun); sayyi' evil, bad (adj.); sayyi' at(SFP) evil deed
سوى sawiya ( \(\bar{a})\) sawä'- be equivalent, equal to; II saw\(w \bar{a}\) equalize, put on the same level (bi- with); VIII istawā be even, on a par, stand upright, sit down ('alā on), be cooked, mature, ripe, be done right
سير sāra (i) sayr- set out, travel, depart; II sayyara make go

شبر Sibr- (A3b) span, handspan
شبع \(5 a b i i^{\prime} a\) ( \(a\) ) s \(5 a b^{\circ}\) - be satisfied, full, satiated
گajar- (A2a), šajarat- (SFP) tree
شد lent; siddat- might, violence; VIII istadda be harsh
شرر Sarr- evil; (+ min) worse than; (+ construct) worst
شرت mašriq-east, orient, rising point of the sun

sarik- (A5b) partner, III sāraka go into partnership with; IV 'asraka bi- ascribe a partner to; sirk- portion; mušrik-polytheist, heathen
VIII ištarā to buy, purchase s.th. (bi- at the price of)

شطر satr-half
شنع \(\check{\text { ش }}\) شafa'a (a) safá'at- intercede (li- on someone's behalf); X istasfa' \(a^{\prime}\) ilā seek intercession with
شقت šaqqa (u) šaqq-cleave, split; VII insaqqa be split apart, cloven asunder; sāqq-harsh
شهس Sams- (f) (A1b) sun
شـل Simāl-north; (f) left hand
Sihäb- (A6c) shooting star
شهد Sahida (a) suhūd-Isahādatwitness, testify ('alā against); III ふ̄āhada witness; IV 'askada cause to witness; X istashada produce as witness; sahādattestimony, testimonial (of faith); sahid- (A5b) witness
شهر sahr-(A1b/d) month
شور IV 'ašāra make a sign, indicate ('ilä)
 want; šay'-(A1a) thing, something, anything
شيخ sayx-(A1b) elder, old man, leader, chief
شيطن Saytān- (A12) devil, demon

صبح subh-/sabāh-dawn, morning; IV 'aşaha become (in the morning), get up, wake up
صبر sabara (i) sabr- be patient
صحب sāhib- (A4c) companion, master, VIII isțahaba accompany
صخر saxr-(A1b) rock; șaxratrock
صدت sadaqa (u) sidq-speak the truth, be truthful; II saddaqa declare as true, affirm; sadaqat- (SFP) alms; V taṣaddaqa give alms, be charitable ('alā to)
IV 'aṣraxa help
صرط sirāt-path, road
صغر sağĭr- (A5a/e) small, young; II șağğara make small, belittle
صغو VIII iștafā choose, select sälih- (SMP) good, right, proper, pious, devout; (SFP) good deeds, good works; II șallaha put in order, IV 'aslaha promote good, make peace, reform
صلو salāt- (A10f) prayer, ritual prayer; II ṣallā 'alā pray for
صمـ 'aṣammu (A8) deaf
صنم sanam- (A2a) idol
صوب IV 'așāba hit the mark; 'uşiba (pass.) be stricken, afflicted

ضحك dahika (a) dahk- laugh
ضرب daraba (i) darb- strike, smite, hit, daraba mäalan give as an example; VIII idtaraba clash, be upset
ضر darra (u) darr- harm, hurt; III dā̈rra = G; VIII idtarra force, compel, darrat- wife (relationship of multiple wives one to the other)
ضعف X istaḍ'afa despise, belittle
ضل dalla (i) dalāl(at)- go astray, get lost; IV 'adalla cause to go astray
b tiacam- (A6a) food, victuals; IV 'at!'ama feed; X istat'ama ask for food
طغت tiăğūt-false gods
betafiqa (a) (tafaq-) (+ imperf. ind.) to begin to, start
ط tala'a (u) tulū'- rise (sun); IV 'atla'a cause to rise; VII itttala'a 'alā be informed of, observe closely; matla'(A11) rising place of the sun or heavenly body
طلق talāq- divorce; II tallaqa divorce; IV 'atlaqa set free; VII intalaqa depart, proceed, move freely
bal ittma'anna be calm, assured, secure, at peace, tranquil
ط țahura (u) t!ahārat- be pure, clean; it tahhara purify; v tatahhara cleanse oneself, perform ablutions

طوع
IV 'atāa' \(a\) obey; X istatā̄a \(a\) have the endurance, capability for, be able to, capable of
طرف tā̀ifat- (A4b) group, band, party
طوت IV 'atãqa bear, endure
tawil- (A5a) long
طيب tāba (ì) ṭibat- be good, pleasant; tayyib- good, pleasant; \(t \bar{i} b\) - perfume; \(t \bar{u} b \bar{a}\) li- blessed be
b tayr- (A1b) bird
طين tin- clay, mud
ظلح zalama (i) zulm- wrong, oppress, treat unjustly; VIII izzalama be unjust; zulminjustice, tyranny; zulmat(SFP) darkness
ظـam'ānu thirsty
ظهر zahr-back; ẓuhūr- loins
عبد 'abada (u)'ibādat- worship; 'abd- (A1c) servant, slave
عتو 'atā ( \(\bar{u}\) ) 'utūw- 'an be insolent toward
عجب
عجل 'ajila (a) 'ajal(at)- hurry, hasten; II 'ajjala hurry (trs.); V ta'ajjala hurry, be ahead of, precede; X ista'jala be in a hurry, rush; 'ijl- (A3b)/'ijalat-calf
\begin{tabular}{|c|c|c|c|}
\hline & 'ajam- (A2a) Persians, nonArabs; 'ajamiyy- Persian, non-Arab; 'a'jamu (A9a) Persian, non-Arab 'adda (u) 'add- count; II 'addada number, IV 'a'adda prepare; 'adad- (A2a) number; 'iddat- number 'adl- justice, equity & عقب & 'aqib- (A2a) heel; inqalaba 'alā 'aqibayhi he turned back in his tracks; 'äqibat(A4b) end, result; ' \(u q b \bar{a}\) end, final result, reward 'aqara (i) 'aqr- wound, hamstring 'aqala (i) 'aql- be endowed with reason, be reasonable; \\
\hline & 'adūw- (A7a) enemy; III 'ādā be inimical to, aggress upon & & \begin{tabular}{l}
aqqala bring to reason, ke reasonable; 'aql- \\
b) reason, rationality,
\end{tabular} \\
\hline & ' \(a \bar{a} a ̄ b\) - (A6a) torment; II 'aððaba torture, torment 'arab- (A2a) Arabs; 'ara-biyy- Arab; al-'arabiyyatArabic (language) & عكف & intellect 'akafa (uli) 'uküf- be attached, devoted 'alima (a) 'ilm- have knowledge (bi- of), know, \\
\hline عرج & 'araja (u) rise, ascend; ma'-raj- (A11) height & & lize, learn; II 'allama ch; V ta'allama learn; X \\
\hline & 'arš- (Alb) throne & & lama seek information; \\
\hline & 'arafa (i) ma'rifat- know, recognize; VIII i'tarafa confess; ma'rūf- act of favor, kindness & & ilm- (A3b) knowledge, learning; 'alim- (A5b) learned, knowing; 'alam(A4b/SMP) world, ( pl ) universe \\
\hline عزز & 'azza (i) 'izz- be strong, powerful; 'aziz- (A5d/j) potent, powerful; 'izzat(SFP) power; viII \(i^{\text {'tazza }}\) be powerful & علو & 'alā ( \(\bar{u}\) ) 'alal' - be high; VI ta'ālä be exalted, (imperative) come on; X ista \({ }^{\prime} \bar{l} \bar{a}\) rise, tower ('ală over), master, 'aliy-high; ma'lan (A11) high place; 'alā \\
\hline & 'asā 'an perhaps & & lay-) + gen. on, over, \\
\hline \(\checkmark\) & 'aṣā (i) 'issyān- disobey; ma'șiyat- disobedience & & against, to; 'alal' 'an on condition that \\
\hline & 'azim- (A5a/e) great, huge, magnificent & عهر & mara ( \(u\) ) cause to proser; al-baytu l-ma'müru \\
\hline & 'afă ( \(\bar{u}\) )'afw- 'an pardon & & totype of the Ka'ba \\
\hline
\end{tabular}
'ajam- (A2a) Persians, nonArabs; 'ajamiyy- Persian, non-Arab; 'a'jamu (A9a) n, non-Arab 'addada number, IV 'a'adda prepare; 'adad- (A2a) number; 'iddat- number
عدل 'adl-justice, equity
عدو 'adūw-(A7a) enemy; III 'ādā be inimical to, aggress upon
عذب 'aðäb- (A6a) torment; II 'aððaba torture, torment biyy- Arab; al-'arabiyyatArabic (language)
عرج 'araja (u) rise, ascend; \(m a^{\prime}\) (A11) height
'arafa (i) ma'rifat- know, recognize; VIII \({ }^{i}\) tarafa confess; ma'rūf- act of favor, kindness
عرى 'ariya ( \(\bar{a}\) )'ury-be naked
عزز 'azza (i) 'izz- be strong, powerful; 'aziz- (A5d/j) potent, powerful; 'izzat powerful

عسىى
'aṣā (i) 'isyān- disobey;
ma'şiyat- disobedience magnificent
عe 'afā ( \(\bar{u}\) )'afw- 'an pardon
'aqib-(A2a) heel; inqalaba 'alā 'aqibayhi he turned back in his tracks; 'äqibatnd, result, uqba

عقر 'aqara (i) 'aqr- wound hamstring
er 'aqala (i)'aql-be endowed with reason, be reasonable; II aqqala bring to reason, e reasonable; 'aql(Alb) reason, rationality, intellect
(wi) ukuf-be at tached, devoted knowledge (bi- of), know, reailze, learn; II allama istalama seek inforns sta lama seek information learning; 'alim- (A5b) learned, knowing; 'ālam(A4b/SMP) world, (pl) universe ta'ālä be exalted, (imperacome on; X ista la master 'aliy-high; ma' (A11) high place; 'alä ('alay-) + gen. on, over, condition that per; al-baytu l-ma'müru prototype of the \(\mathrm{Ka}^{\text {a }} \mathrm{ba}\)
amila (a) 'amal- do, perform; III 'ämala do business, trade with; 'amal(A2a) labor, deed
عیى 'a'mā (A8) blind
عنب
عند 'inda (+ gen.) with, in the possession of, presence of
*e 'ahd-covenant, pact
© 'ihn-tufts of wool
عود 'āda ( \(\bar{u}\) ) 'iyādat- visit the sick; 'āda ( \(\bar{u}\) ) 'awd-/ma-'ād- return
 tection (bi- with); II 'awwada bi- place under the protection of, X ista'ă \(\overline{\mathrm{b}} a=\) G
عوم ‘ām- (A2a) year
عون IV 'a'äna help
 living, livelihood
عين 'ayn- (A1b/d) eye; (A1b) spring

غرب ğaraba (u) ğurūb- set (sun); ğarib- (A5b) foreign, foreigner, strange; mağribwest, setting point of the sun
غرر ğarra (u) ğurūr- delude, deceive; VIII iğtarra be deceived
غشى ğašiya (ă) cover
ğafara (i) mağfrat--Igufrān-li- forgive; X istağfara seek forgiveness; ğafür- forgiving
غ் ğafala (u) ğaflat-'an neglect, ignore; VI tağăfala feign ignorance
غلب ğalaba (i) ğalabat- subdue, vanquish; viII iğtalaba 'alā vanquish, gain dominion over
غنى IV 'ağnā 'an enable someone (d.o.) do without; \(X\) istağnā 'an dispense with, do without; ğaniy- (A5d) rich
غيب ğăba (i) ğayb- be absent, vanish; ğayb- (Alb) that which is invisible, supernatural
غير V tağayyara change (int.); ğayru (+ construct) other than, non-, un-

3 \(f a\) - and, and then (sequential particle); (+ subj.) lest (hypothetical consequence)
fataha (a) fath- open; X istaftaha ask for something to be opened, request admittance
نتو IV 'aftà give a (legal) opinion, give counsel to; \(\mathbf{x}\) istaftā seek counsel from; fatwā (f) (A11) legal opinion; fatan pl fityän-lfityatyouth, lad
فجر VII infajara gush forth, explode
fard-(A1a) individual
farra (i) firär- flee
فرض
farada (i) fard- ordain, assign
faraqa (u) farq- separate, part, distinguish (bayna between); II farraqa part, separate; III färaqa disengage oneself from, part with; V tafarraqa be separated, split, divided; vIII iftaraqa \(=\mathrm{V}\); firqat- \((\mathrm{A} 3 \mathrm{a})\) division; mutafarriq-miscellaneous; furqān- epithet of the Koran
نسد fasada (u) fasäd- rot, decay, be wicked, vain; IV 'afsada work corruption, spoil, act wickedly
فست fasaqa (u/i) fisq- be dissolute
نطر fatara (u) fatr- create; v tafattara be torn; fitrat- innate disposition, natural inclination
فعل fa'ala (a)fa'l-/fi'l-do
faqir-(A5b) poor
نته faqiha (a) fiqh- understand, comprehend
Säkihat-(A4b) fruit
نلح IV 'aflaha prosper
نلك falak- (Ala) celestial sphere; fulk- ark
fulān- (m), fulānatu (f) So-and-So
فم fam- pl'afwäh-mouth
fawqa (+ gen.) above

ن \(f i(+\) gen. \()\) in
فيل fil-(coll.) elephants; filatelephant

تبس qabas- borrowed
قبل qabila (a) qabūl- accept; III qäbala confront, meet; IV 'aqbala come/go forward, advance ('alā toward, on); V taqabbala accept, receive; qabla (+ gen.) before (prep.); min qablu beforehand (adv.); qabla' an before (conj.); qub(u)l(A3b) fore, front part
قتل qatala (u) qatl- kill; III qātala fight with; qatll- (A5f) slain
تد qad(i) (+ perf.) perfective particle; (+ imperf.) may, might
تدر qadara (i) qadar- be capable ('alā of); il qaddara appoint, determine, predestine; qadir- powerful, potent; qadr- amount; miq-dàr- extent, amount
تدس II qaddasa bless, make sacred; baytu l-maqdisi Jerusalem
قدم V taqaddama to precede, go before; qadim- (A5b) old, ancient
قدو VIII iqtadā bi- emulate, follow
قرك qara'a (a) qiräat-say aloud, recite, read; alqur'änu the Koran

ترب qariba (a) qurb- draw near, approach; II qarraba allow near, let approach; sacrifice; v taqarraba \(\min\) approach, come close to; VIII iqtaraba 'ilā draw near to; qarib- near (min to), (A5d/ e) relative, kinsman; qur-bān- (A12) sacrifice
قرر qarra (a/i) qarr- be cool; qarrat 'aynuhu he was happy; qurratu l-'ayni delight, joy; mustaqarr- habitation, dwelling place
qarn- (A1b) horn; \(\partial \bar{u}\) l-qarnayni epithet of Alexander the Great
ترى qaryat-(A3a) village, town
تسط IV 'aqsata fi be fair to
III qāsama to swear to
qassa (u) qasass- narrate, tell ('alā to); qisssat- (A3a) story, tale
قضى qadā (i) qada \(\vec{a}^{\prime}\) - decide, foreordain; VII inqaḍā be concluded, completed
تطع qata'a (a) qat'- cut, be decisive; qata'a 'amran make a final decision; II qatta'a cut, hack to shreds; VII inqata'a get cut off
تعد qa'ada (u) qu'ūd- sit down; maq'ad-(A11) seat
qalaba (i) qalb- turn over, around (int.); if qallaba turn over (trs.); v taqallaba be overturned, vanquished; VII inqalaba be overturned, changed; qalb- (A1b) heart
qalil-(A5a/d/e) little, few, slight; IV 'aqalla make few; qullat- pl qilāl- jug
قـر qamar-(A2a) moon
توl'at-desert
تول qāla ( \(\bar{u}\) ) qawl- say, uphold, maintain (bi-); qawl- (A1a) words, speech
توم qāma ( \(\bar{u}\) ) qiyām- rise up ('ilā for) ('alā against), go ('ilä to), undertake (bi-); II qawwama make straight; III \(q \bar{a}\) wama oppose, resist; IV 'aqāma perform; X istaqā\(m a\) stand erect, straight; qiyāmat- resurrection; qay-yim- straight, right; ma-qām- (SFP) place, position; qawm- (Ala) people, nation, tribe; mustaqimstraight
توى qawiy-(A5d) powerful, forceful; quwwat- (A3a/ SFP) might, strength

S \(k a\) - (proclitic + gen.) like (prep.); ka-סälika thus, likewise; \(k a\)-' \(n n n a(m \bar{a})\) as though


كلم il kallama speak to，address； III kälama speak with； v takallama speak（ \(m a^{\prime} a\) with）；kalimat－（SFP）word
（conj．）

كنز kanz－（Alb）treasure
كهل kahl－man of mature age ind．）be on the verge of almost（do s．th．）
كوكب kawkab－（A11）star，heav－ enly body
كون kāna（ū）kawn－be；makān－ （A6a／d）place
كيد käda（i）kayd－li－plot the all of，conspire against
\(」 l a\)－（proclitic）really（em－ phatic particle）；li－（proclitic + gen．）for，to，because of （＋subj．）in order that
كا mal＇ak－，malak－（A11）angel
laban－milk
la＇iba（a）la＇b－play，jest
لe la＇alla（＋acc．）perhaps
la＇ana（a）la＇n－curse；la‘nat－ （SFP）curse
لتى laqiya（ \(\bar{a}\) ）liqā＇－meet，en－ counter，III lāqā meet with， cast；VIII iltaqā bi－meet with
f li－ma why，what for？；lam （＋jussive）negative past definite particle
4 lamma when（conj．）；li－m \(\bar{a}\) why？
لو law（i）if（contrary to fact）； would that，if only（opta－ tive particle）；law－lă were it not for
لوم läma（ū）lawm－Ilawmat－ blame，reproach；VI talāwa－ ma blame，scold each other
ليس laysa（las－）（defective）is not
layl－（A10e）nighttime；lay－ lat－（SFP）night
b \(m \bar{a}\) what？；that which，what－ ever（relative）；not；（＋ perf．）as long as
sh \(m \bar{a}^{\prime}-(\mathrm{A} 2 \mathrm{~b})\) water
اذ mäठā what？
matā＂－（A6a）goods，chattel， wares；II matta＇a equip， make enjoy（ \(b i-\)－）； \(\mathrm{v} t a-\) matta＇a bi－enjoy； X is－ tamta＇a bi－enjoy，relish
matā when？
مثل miel－（A3b）likeness，simi－ larity；milla（＋gen．）like （prep．）；maAal－（A2a）like－ ness，parable，simile；tim－ Oāl－pl tamäÖ̈lu image， likeness；II maӨAala bi－ make like；III mä日ala re－ semble；vi tamä 日ala re－ semble each other


ملـ malaka (i) mulk-possess, rule, reign ('alā over); II mallaka put in possession of, make king; malik(A2d) king; malikat- (SFP) queen; mamlakat- (A11) kingdom; malak- see \(\sqrt{L^{\prime} K}\)
مل millat-(A3a) community, sect
Ln \(\operatorname{mimma} \bar{a}=\min m \bar{a}\)
نn \(\operatorname{mimman}=\min \operatorname{man}\)\(\min\) (+ gen.) from, out of, among (partitive); man who?, he who, they who, whoever
منع mana'a (a)man'- hinder access ( \(\min\) to), prevent (min from); III mäna'a put up resistance to
منو V tamannā wish for, desire, make a wish
if mahd- (A1b) cradle
ل muhl- molten metal
موت māta (mit-) ( \(\bar{u})\) mawt-die; IV 'amāta cause to die; mawt- (A1a) death; mayyit(A5f/1a/ SMP) dead
مل mäl-(A2a) property, possessions
مؤمن mu'min-see \(\sqrt{ }\) 'MN IV
ميثات mi \(\quad\) مäq-see \(\sqrt{ } W \theta Q\)
ميد māda (i) sway
نار \(n \bar{a} r-(f)(A 10 c)\) fire
ناس nās-people, humans
نبء naba'-(A2a) news; II nab\(b a^{\prime} a b i\) - inform of

نبىnabiy- (SMP, A2a) prophet; nabawiyy- of or pertaining to the prophet
نجم najm-(A2b/d) star
نخل naxil-dates
ندو III nädā call, cry out to, proclaim
نذر IV'anð゙ara warn; nað̄ir(A5b) warner
نلّ nazala (i) nuzūl-go/come down, bring/ take down (bi-); II nazzala send down; IV 'anzala send / bring / take down; manzil(A11) station, stopping place
نسى nasiya (ā) nisyān-forget; IV 'ansā make forget; nisä'(pl) women
نصح naṣaha (a) nush- take good care of, advise
نصر naṣara (u) naṣr-help, assist ('alā against); VIII intaṣara be victorious, triumph ('alā over), take revenge (min on); X istansara ask for assistance; naṣrāniyy- pl naṣārā Christian; II nassara Christianize
نصف nisff-half
نطقَ nataqa (i) nutq- speak
نظر nazara (u) nazar-look, regard; III nāzara argue, debate; IV 'anzara respite; VIII intazara wait, expect; manzar- (A11) watchtower
تعت na'ata (a) describe

نعم IV 'an'ama 'ală show favor to; ni'mat-favor; na'am yes
نغن nafaxa (u) nafx-blow, puff
نغس nafs- (f) (A1b) soul; (A1d) self
نi nafa' \(a\) (a) naff- be of benefit to, avail; III nāfa'a benefit; VIII intafa' \(a\) avail oneself (bi-/min of)
نi III năfaqa be hypocritical, dissimulate; IV 'anfaqa expend
نكح nakaha (i) nikāh-marry
نكر nakira (a) not recognize, not know, deny, disown; IV 'ankara refuse to acknowledge, disavow, disclaim; munkar- (SFP) objectionable act, abomination; nukr-awful
nakasa (u) naks- turn over, turn upside down; nukisa 'alä ra' sihi he was confounded
\& \({ }^{\circ}\) nahr-(A1a/d) river; nahārdaytime
نها nahā ( \(\bar{a}\) ) nahy-forbid someone ('an s.th.); VIII intahā 'ilā reach, end up at
نور nür- (A3b) light; II nawwara, IV 'anära make light, illuminate
nāqat- pl nūq-, niyāq-, nāqāt-she-camel
نو nāma (nim-) (ā) nawmsleep; manām-dream
habaṭa (i) hubūt- go down
هجر hajara (i) hajr-/hijrān- part company with, be separated from; III hājara migrate; VI tahājara desert one another
هدد hadda (i) hadd-be decrepit, in ruins
هدهد hudhud-hoopoe-bird
هدى hadā (ī) hidāyat-lead, guide aright; VIII ihtadā be led, guided, shown the right way; hudan right guidance; hadiyat- (A5g) gift
هذا hābā this (demonstrative, §17.1)
هرل harwala (Q1) harwalatrun, walk fast
هل hal(i) interrogative particle
هلك halaka (i) halāk- perish, die; IV 'ahlaka destroy, ruin; X istahlaka exhaust oneself
hamma (u)bi-intend
شنا hunā here; hunäka there
هود hāda ( \(\bar{u})\) hawd-be, become Jewish, practise Judaism; II hawwada make Jewish
هوى hawan (A2a) lust, passion
s, II hayya' a prepare, make ready; V tahayya' \(a\) be prepared, in readiness; hay' at(SFP) form, shape

وثت mi \(\theta \bar{a} q\)-covenant
, wajaba (i) wujūb-be necessary, imcumbent (li-, 'ala for)

وجد wajada (i) wujūd- find, wujida (pass.) exist; IV 'awjada bring into existence
, wajh- (A1b) face; II wajjaha make face, turn (li-, 'ilā toward); vIII ittajaha turn towards, set out ('ilā for); wajih- eminent, illustrous
وحد wähid- one (adj.) wahy- inspiration; IV 'awhā inspire ('ilă someone) (biwith)
g wadda (wadid-) (a) wudd-/mawaddat- wish
g. wada'a (a) let, allow (+ imperf. ind.)
(وذر) yaðaru (no perf., imperf. only + imperf. ind.) let
وراء warä'a (+ gen.) beyond, behind
, wariӨa (i) wirä̈at- inherit from, be the heir of; IV 'awraӨa make heir
ورد warada (i) wurūd-reach (water); wird- thirsty herd
ورت waraq- (A2a), waraqat(SFP) leaf
wara to conceal, keep secret
وسع wasi'a (a) sa'at-contain, hold, have the capacity for; II wassa'a expand; wasi \({ }^{\text {' }}\) vast waswasa (Q1) waswās- to whisper
gasid-threshold

رصى waşǐyat-(A5g) bequest, legacy, directive, commandment; II wassā, IV 'awṣā recommend, charge (biwith), bequeath
, wada'a (a) wad'- put down, lay aside; VI tawãda'a be humble
, wa'ada (i) wa'd-promise; wa'd- (Alb) promise
, wafd- (A1b) herd
ونى II waffā give full due, give full share of, v tawaffa take, get one's full share of, receive fully, tuwuffiya (pass.) die
وتع waqa'a (a)wuqū'- fall, befall, occur
وتى waqā (i) wiqāyat- ward off; VIII ittaqä beware, be on one's guard, fear (God)
وكل wakala (i) wakl-wukül-entrust ('ilä to); II wakkala authorize, put in charge (biof); V tawakkala 'alä rely, depend on; VIII ittakala = V ; wakil- (A5b) warden, guardian
ولد walada (i) wilādat- beget, give birth, wulida (pass.) be born; walad- (A2a) child, son; wuld- progeny; wälid- (SMP) father, progenitor, wälidāni parents ولكن waläkinna (+ acc.), walākin (+ vb.) but
```

    d, waliy-(A5d) friend, helper, supporter, II wallā turn aside ('an, min from), put in charge of, V tawallā turn away; mawlan (A11) master, patron; walāyat- friendship
    ```
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g\mp@code{wahaba (a) wahb- give}

```
g\mp@code{wahaba (a) wahb- give}
ي yā O, vocative particle
ياجوج yäjūju wa-mäjūju Gog and Magog
يأس ya'isa (a) ya's-despair, give up hope ( \(\min\) of); IV 'ay'asa deprive of hope; x istay' asa be despondent
```

يقن yaqin- certainty
يم yamm- sea, river
يمن yamin-(f) (A5h) right hand, oath
ئ yahūd-, yahūdiyy-Jew, Jewish; see also $\sqrt{H W D}$
يوم yawm- (A1a) day; al-yawma today; yawma on the day when; yawma'idin on that day
يونان yünän-Greeks, Ionians; yūnāniyy-Greek

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[^0]:    ${ }^{1}$ It may be helpful when learning the assimilating consonants to note that they consist of all the "dentals" (all $t$ 's, $d$ 's and $t h$ ), all the sibilants (all $s$ ' $s$ and $z$ 's) and the "liquids" $(r, l, n)$.

[^1]:    ${ }^{1}$ For the alif termination, see Preliminary Matters \$8.3.

[^2]:    ${ }^{1}$ The prosthetic vowel that consonant-final words acquire when followed by an elidible alif will be so indicated in the vocabularies.
    ${ }^{2}$ When $f i$ is followed by an elidible alif, it is pronounced with a short vowel, fi.
    ${ }^{3}$ Note that proper names may be diptote ('ahmadu), triptote (muhammadun) or invariable ( $m \bar{s} s \bar{a}$ ). Triptote proper names, like muhammadun, behave grammatically like indefinite nouns; semantically, however, they are definite.

[^3]:    ${ }^{1}$ Note that the change in the word occurs only when the definite article is attached to the word.

[^4]:    An indefinite first member of the construct is not possible. For phrases such as "a book of the apostle," a periphrastic construction such as kitābun lir-rasūli ('a book belonging to the apostle') or kitābun min kutubi r-rasūli ('a book from among the apostle's books') is used.

[^5]:    ${ }^{1}$ Another, but rare, possibility for reading this string is baytu malikin kabirun, where baytu malikin is taken as an indefinite construct forming a "compound noun" meaning 'king-house, royal residence' and modified by the indefinite adjective kabirun. Such "compound nouns" are exceedingly rare in Arabic.

[^6]:    ${ }^{1}$ Nouns with more than one connotation usually have different plurals for the different meanings, as is the case with the plurals of ibn-: banūna is used almost exclusively for the names of tribes and clans, and 'abna'' serves all other uses of 'sons.'
    ${ }^{2}$ This form falls into a pattern not yet introduced, as do the plurals of ism-, laylat- and yad- that end in -in.
    ${ }^{3}$ Note that the combination - $n b$ - is pronounced "-mb-" wherever it occurs; nabiy- also forms a sound masculine plural, nabiyūna.

[^7]:    ${ }^{1}$ A broken plural adjective or a feminine plural adjective may also be found with a broken plural noun, i.e., mudunun kibärun and mudunun kabirātun are both possible, though uncommon, constructions.
    ${ }^{2}$ When neither noun nor adjective has a broken plural.
    ${ }^{3}$ Such a combination is exceedingly rare. Stylistically the construct phrase kibäru l-mu'minina would be preferred.
    ${ }^{4}$ Only where a broken plural of the adjective does not exist.

[^8]:    ${ }^{1}$ Note that for things the gender of the singular has no relevance to how the plural is construed.
    ${ }^{2}$ There are many nouns that are masculine in the singular but take the sound feminine plural.
    ${ }^{3}$ Rare outside of Koranic Arabic
    ${ }^{4}$ For those who have studied Indo-European languages, this paradigm will appear upside-down. In Semitic languages, however, it is convenient to begin paradigms with the 3rd masc. sing. form, the reason for which will become apparent when the verbal structure is presented.
    ${ }^{5}$ The first person is of common gender
    ${ }^{6}$ The final alif of 'ana is otiose, i.e., it is merely a spelling device and does not indicate a long vowel.

[^9]:    ${ }^{1}$ Adjectival order in Arabic is of little importance. As a rule of thumb, the adjectives closer to the noun in English should be retained as the closer to the noun in Arabic.

[^10]:    ${ }^{1}$ The negative past definite is expressed differently, to be introduced in $\S 46$.

[^11]:    ${ }^{1}$ A rhetorical order often found in Koranic Arabic with the partitive min; normal order would be لعبدين صالحين من عباد اللـ.

[^12]:    ${ }^{1}$ The enclitics are not used as reflexive direct objects ("he saw himself"). For such constructions nafs-l'anfus- is generally used as the reflexive direct object along with the appropriate enclitic, e.g., sami'a nafsahu "he heard himself," sami' $\bar{u}$ "anfusahum "they heard themselves" (cf. sami'ahu "he heard him," i.e., someone else). The enclitics do sometimes occur as reflexives as prepositional complements.

[^13]:    ${ }^{1}$ Istaraw "they purchased X (dir. obj.) at the price of (bi-)."

[^14]:    ${ }^{1}$ Note that the three most common forms, masc. sing., fem. sing. and masc. pl., are spelled with one lām; all other forms have two läms.
    ${ }^{2}$ The feminine plural relative has alternative forms: اللانی alla'i 1 and اللواتى allawāti.

[^15]:    ${ }^{1}$ Lit., "things with which they came."

[^16]:    ${ }^{1}$ Assume normal word order.
    ${ }^{2}$ Rimäh- pl. of rumh-spear.
    ${ }^{3}$ Use indefinite accusative.
    ${ }^{4}$ In Arabic the full verb must be used.

[^17]:    ${ }^{1}$ Use circumstantial wa-.
    ${ }^{2}$ Because proper names are semantically definite, they require the relative pro-

[^18]:    ${ }^{1}$ The indefinite accusative of 'arādin, 'asāmin, and 'ayādin are without nunation: 'arädiya, 'asāmiya and 'ayãdiya (see Appendix A §10e). The indefinite accusative of 'aydin has nunation: 'aydiyan (see Appendix A §1d).

[^19]:    ${ }^{1}$ Of the two senses of $r a$ ' $\bar{a}$, "to see" and "to consider," $r a$ ' $y$ - is the verbal noun for "considering, notion, view" and ru'yat- is the verbal noun for "seeing, vision."

[^20]:    God's creating the earth

[^21]:    ${ }^{1}$ Lit., "they recollected God a recollecting."
    ${ }^{2}$ Lit., "he went out the going out of a slave, as a slave would."
    ${ }^{3}$ The verbal noun will be so listed with every new verb henceforth.

[^22]:    ${ }^{1}$ For the other days of the week, see Appendix $H$.
    ${ }^{2}$ This represents a large class of words for peoples, nations and groups, where the unit singular is formed by adding -iyy- to the collective, e.g., انرنج 'ifranj'Franks, Europeans,' روم rūm- 'Greek Orthodox, Byzantines,' زنر zanj- 'Blacks, Ethiopians,' عجم 'ajam- 'Persians,' عرب 'arab- 'Arabs,' ينان yünān- 'Greeks, Hellenes.'

[^23]:    ${ }^{1}$ The characteristic vowel of the imperfect will be so indicated in the vocabularies.

[^24]:    ${ }^{1}$ Hudhud- the hoopoe-bird, Solomon's scout.
    ${ }^{2}$ 'Arš- throne.
    ${ }^{3}$ Malaka (i) to rule.
    ${ }^{4}$ Min dūni to the exclusion of.
    ${ }^{5} \mathrm{Am}$ or (in an interrogative).
    ${ }^{6}$ Fa-nzur (imperative) and see!
    ${ }^{7}$ I 8 hab (imperative) go!
    ${ }^{8}$ Mala' - council of chieftains.
    ${ }^{9} Y \bar{a}$ 'ayyuhā (vocative particle + nom.) 0 .

[^25]:    ${ }^{1}$ Or, "he ordered them only to worship God."

[^26]:    ${ }^{1}$ The categoric negative of the Five Nouns introduced in $\S 31$ shows long $-\bar{a}$, as in $l \bar{a}$ ' $a x a \bar{a} l a k a$ "you have no brother."

[^27]:    ${ }^{1}$ All forms given here for reference; note especially the suppletion forms for the masc. pl., 'ulü=l' $u l \bar{l}=$, the wāw of which is otiose.

    |  | NOMINATIVE | GENITIVE |  | ACCUSATIVE |  |
    | :---: | :---: | :---: | :---: | :---: | :---: |
    | masc. sing. | ¢ ${ }^{\text {¢ }} \bar{u}=$ | $ى^{3}$ | $\delta i=$ | \% | $\delta \bar{a}=$ |
    | fem. sing. | ذات ${ }^{\text {¢ }}$ | ذا | ठāti | ذات | ১āta |
    | masc. dual | اوذ ${ }^{\text {b }}$ awā= | ذرى | 万away= | ذرى | daway= |
    | fem. dual |  | ذوانى | 万awātay= | ذراتى | ठawãtay= |
    | masc. pl. | ارلو 'ulū= | الر | 'uli= | J | 'uli= |
    |  |  | ذرى | дawi= | ز | $\chi^{2} w \bar{l}=$ |
    | fem. pl. | ذذ ذawâtu | ذ | Jawāti | ذرات | ¢awāti |

    $2^{\text {Saw' }}$ - evil (noun, not adjective).

[^28]:    ${ }^{1}$ The feminine singular elative is found, but it is of rare occurrence.

[^29]:    ${ }^{1}$ Hablu $l$-waridi jugular vein.

[^30]:    ${ }^{1} a l$-gaybu the unseen (realm).
    ${ }^{2}$ Xazinat-Ixazā'inu treasury, storehouse.
    ${ }^{3}$ Yawmun 'azimun "a great day" is often used in the Koran to refer to Doomsday.

[^31]:    ${ }^{1}$ Saxita (a) be angry.
    ${ }^{2}$ Bi-qadri mā "to the extent that."
    ${ }^{3}$ Darrat- wife (the relationship wives in a polygamous relationship have one to the other).
    ${ }^{4} K a \delta \Sigma a b a$ call (acc., someone) a liar.
    ${ }^{5}$ Sämiriyy- Samaritan; 'ijl-calf.

[^32]:    1'Allā tattabi'ani "from following me."
    ${ }^{2}$ Generic sense. Use definite article.
    ${ }^{3}$ Nafa'a (a) profit.

[^33]:    ${ }^{1}$ Sirk- portion.
    ${ }^{2}$ Basata (u) spread.

[^34]:    ${ }^{1}$ Naxil-dates; ' $a^{\prime} n a ̄ b-$ grapes.
    ${ }^{2}$ Ta'ām-food.
    ${ }^{3}$ The 'anna clause will be in construct with the noun, bi-bayyinati' anni...

[^35]:    ${ }^{1}$ Not "let him" in the sense of "allow him," but in the sense of "may he."

[^36]:    ${ }^{1}$ In the rare instance when such forms stand first in a sentence, the prosthetic $i$ is given a glottal stop and the glottal stop of the verb is changed to - $y$ - to avoid two
     "Bring it!").

[^37]:    ${ }^{1}$ Nabir- wamer.
    ${ }^{2}$ Saqata ( $u$ ) fall.

[^38]:    ${ }^{1}$ Ru' $y a \bar{a}$ vision.
    ${ }^{2}$ 'Aqibat- end.

[^39]:    ${ }^{1}$ Note the change in hamza-seat for the passive vocalic pattern.

[^40]:    ${ }^{1}$ This use of man contrasts with the non-conditional use as 'he who, the one who' with no special verb tense or mood.

[^41]:    ${ }^{1}$ Haris-' 'alä greedy for.
    ${ }^{2}$ Yu'tikum "he will give you" (juss.).
    ${ }^{3}$ Falak-l'afalk-celestial sphere.

[^42]:    ${ }^{1}$ Waswasa whisper; li-yubdiya "in order that he reveal; wūriya "was kept secret"; saw' at-shame, private parts
    ${ }^{2}$ Qāsama swear to.
    ${ }^{3}$ The pronouns ōalika and tilka are sometimes attracted into a curious accord with the 2nd persons addressed: fem. sing. ठäliki \& tilki; dual $\overline{\mathrm{a}} \mathrm{likuma}$ \& tilkumā; plural ðālikum/סālikunna \& tilkum/tilkunna. I.e., the -ka ending of ðälika and tilka are construed as the 2 nd-person masculine enclitic.
    ${ }^{4}$ Dallä lead on; tafiqã yaxsafāni "they began to pile on"; nädä call out to.
    ${ }^{5}$ Nakünanna "we shall surely be."

[^43]:    ${ }^{1}$ Mustaqarr- habitation, resting-place.
    ${ }^{2}$ Tahyawna "you will live"; tuxrajūna "you will be taken out."

[^44]:    ${ }^{1}$ Xamada go out, die down (fire).
    ${ }^{2}$ Hasarara (u) hašr- resurrect.
    ${ }^{3}$ 'Ahbabtu "I wanted."
    ${ }^{4}$ This refers to the five fundamental principals of Islam: profession of faith, prayer, alms, fasting, pilgrimage to Mecca.

[^45]:    ${ }^{1}$ 'A $\begin{aligned} \text { an annoyance. }\end{aligned}$
    ${ }^{2}$ Rihāl-saddlebags.
    ${ }^{3}$ Bidä'at-merchandise.
    ${ }^{4}$ Mi $\theta q a \bar{l} l u$ ðarratin + acc. "an atom's weight of."

[^46]:    ${ }^{1}$ For the seat of the hamza see Appendix G.
    

[^47]:    ${ }^{1}$ 'Ajma'ina "altogether."
    ${ }^{2}$ Subula is a complement of yahdi, "he leads...on the paths..."
    ${ }^{3}$ A preposed accusative direct object is very unusual. The resumptive pronoun $h u$ on the following verb clarifies its function in the sentence.
    ${ }^{4}$ Kulla-mā whenever.

[^48]:    ${ }^{1}$ Subhäna glory be to.
    ${ }^{2}$ Hasara (uii) gather; wafd- herd.
    ${ }^{3}$ Säqa ( $\left.\bar{u}\right)$ drive; mujrim- criminal; wird- thirsty herd.

[^49]:    ${ }^{1}$ Malaka (i) possess; safä'at- intercession; 'ahd-covenant.
    ${ }^{2}$ 'Idd-disastrous.
    ${ }^{3}$ Kāda (a) be on the verge of; tafattaralyatafattaru be torn; xarra (i) fall down; hadd- ruins.

    4' $A$ hsā "he enumerated"; 'adda (u) 'add- count.
    ${ }^{5}$ Fard-individual.
    ${ }^{5}$ Ämana believe; wudd- affection.

[^50]:    ${ }^{1}$ Infajara gush forth.
    2Šāqq-harsh.
    ${ }^{3}$ Xāna $(\bar{u})$ betray.

[^51]:    ${ }^{1}$ Jaww- air; yumsiku "he holds."
    ${ }^{2} M a \bar{a}$ "so long as."

[^52]:    1'Ayyan-mā "whichever" (acc.); lā tajhar "don't raise your voice"; lā tuxāft "don't mumble"; ठull- baseness
    ${ }^{2}$ Yamin-l' aymān- right hand; "what their right hands possess" refers to slaves.
    ${ }^{3}$ Fitrat- "innate disposition," interpreted as an innate disposition to Islam.

[^53]:    ${ }^{1}$ Note that this usage of wallä is intransitive, a rare occurrence in Form II.

[^54]:    ${ }^{1}$ sāta toward; kalb-dog; ðirā́c paw; wasid-threshold; ru'b- alarm.
    ${ }^{2}$ Masriq- the east; mağrib- the west.

[^55]:    ${ }^{1}$ ' ${ }^{\prime}$ 'jamu non-Arab, usually applied specifically to Persians.
    ${ }^{2}$ The meaning of this dictum is obscure; however, the grammar and literal meaning should be clear.

    3'Ataynā "we gave"; rusd- guidance.
    ${ }^{4}$ Tim $\theta a \bar{l}$ - pl tamāӨilu image; 'akafa li- be devoted to.

[^56]:    ${ }^{1}$ La ${ }^{\prime}$ iba (a) jest.
    ${ }^{2}$ Fatara (u) create; дälikum see p. 103, note 3.
    ${ }^{3}$ Ta-llähi "by God"; mudbir- turning away.
    ${ }^{4}$ Ju $\delta \bar{a} \delta$ - fragments.
    ${ }^{5}$ Fatan youth, lad.
    ${ }^{6}$ 'A'yun- pl of 'ayn- eye.
    ${ }^{7}$ Nataqa (i) speak.
    ${ }^{8}$ Raja' $\bar{u}$ 'ila 'anfusihim "they conferred apart."
    ${ }^{9}$ Nukisū 'alā ru' ūsihim "they were confounded."

[^57]:    ${ }^{1}$ 'Uffin li- fie on; 'aqala (i) be reasonable, have sense.
    ${ }^{2}$ Harraqa burn (trs); nasara (u) support
    ${ }^{3}$ Bard-coolness.
    ${ }^{4}$ 'Aräda want.

[^58]:    ${ }^{1}$ 'Abkamu mute; kall- burden; 'adl- justice, equity.
    ${ }^{2}$ Xatara 'alā occur to.

